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Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-*Abstracts, Education, *Indexes (Locaters)

Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

ED 174 762 CE 021 616

Departments of Labor and Health, Education, and Welfare Appropriations for 1980. Hearings before a Subcommittee of the Committee on Appropriations, House of Representatives, 96th Congress, First Session. Part 5, Department of Health, Education, and Welfare: Education.

Congress of the U.S., Washington, D.C. House Committee on Appropriations.

Pub Date-79

Note-1,140p.; Not available in hard copy due to small print

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.

Descriptors-Access to Education, Adult Education, Basic Skills, *Budgets, Career Education, Disadvantaged Groups, *Educational Finance, Educational Innovation, Educational Research, Elementary Secondary Education, Expenditures, *Federal Aid, Financial Support, Graduate Students, Handicapped Students, Health Occupations, Higher Education, Insurance Programs, Libraries, Postsecondary Education, Salaries, School Integration, Special Programs, Student Loan Programs, Vocational Education

Identifiers-Committee on Appropriations, Department of Health Education and Welfare, House of Representatives, National Institute of Education, Office of the Assistant Secretary for Education, United States

The 1980 proposed budget for education is examined in hearings before a subcommittee of the House of Representatives' appropriations committee. Witnesses include Dr. Mary F. Berry, Assistant Secretary for Education, Dr. Ernest L. Boyer, Commissioner in the Office of Education, and others. The report begins with an education division overview. In this overview Dr. Berry reveals that the education budget is $12.2 billion, consisting of $6.8 billion for elementary and secondary level programs, $5 billion for postsecondary education, and $434 million for research, innovation, and other support activities. Dr. Boyer in his overview statement identifies four budget priorities: improving educational quality for disadvantaged students, promoting school desegregation, expanding access to postsecondary education, and promoting national concerns, such as basic skills and education-work relationships. The hearings address the following facets of the budget: elementary and secondary education; school assistance in federally affected areas; emergency school aid; library resources; special projects and training; occupational, vocational, and adult education; education of the handicapped; higher and continuing education; higher education facilities loan and insurance fund; educational activities overseas; student assistance; student loan insurance fund; health professions graduate student loan insurance fund; salaries and expenses; National Institute of Education; and Office of the Assistant Secretary for Education. (CSS)

ED 174 780 CE 022 182

Wacholz, Marlin

Agricultural Energy Curriculum Development Project. Research and Development Project in Career Education, Vocational. Final Project.

Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date-19 Jul 79

Note-32p.; Not available in hard copy due to light and broken type

Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Farmer Education, *Agricultural Production, *Curriculum Development, *Energy Conservation, *Fertilizers, *Field Crops, Instructional Materials, Planning

Identifiers-*Farm Business Management

A project was conducted to develop energy instructional units which would fit into each year of a three-year farm business management curriculum. Four curriculum units which focus on fertilizer management in crop production were developed. The first unit was designed to develop farmers' awareness of energy as a vital resource to their businesses and the establishment of farm and family goals. The second unit was designed to describe the amount of energy needed to produce fertilizer for the farming operation. The third and fourth units were designed to describe energy consumption and returns from the various cropping programs and methods of planning a cropping program which encourages energy conservation. (A copy of the four units are contained in the appendices. Each unit contains student objectives, and suggested teaching strategies.) (JH)

ED 174 800 CE 022 347

Hillison, John Finch, Curtis

Competency-Based Vocational Education: Implications for Vocational Teacher Educators.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency-Virginia State Dept. of Education, Richmond.

Pub Date-May 79

Note-65p.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Delivery Systems, Educational Alternatives, Minimum Competency Testing, *Performance Based Education, *Program Design, *Program Development, School Districts, Speeches, State Programs, *Teacher Education, Teacher Educators, *Vocational Education

Identifiers-Virginia

This report presents four presentations made at a workshop which was held in Richmond, Virginia, to assist teacher educators to better prepare vocational teachers for competency-based instruction. The first presentation, The Promise of Competency-Based Vocational Education,'' summarizes the contemporary curricular movement toward competency-based vocational education (CBVE). In addition, it describes CBVE as focusing on five key areas: (1) the nature of competencies, (2) criteria used to assess competencies, (3) ways that student competence is assessed, (4) student progress through the program, and (5) the program's instructional intent. The second presentation, Preparing Vocational Teachers to Cope with Competency-Based Instruction,'' focuses on teacher education's role in training teachers to cope with CBVE. The third presentation, Implementing CBVE at the Local Level,'' describes a local school district's efforts to implement CBVE in Minnesota. The final presentation, CBVE in Virginia,'' describes the CBVE implementation strategy being used in Virginia. It describes the roles of teacher education institutes, local school divisions, and vocational service areas. Virginia standards for competency-based education programs are listed. (A suggested framework for a CBVE course is appended.) (LRA)

(Publications), Learning Activities, Paper (Material), *Performance Based Education, Photocomposition, Postsecondary Education, *Printing, Reprography, Secondary Education, *Skilled Occupations, Task Performance, *Trade and Industrial Education

This competency based curriculum guide is designed to give teachers ar insight into the tasks necessary for students to be trained for employment in a photo-offset printing shop. The guide contains 127 task sheets grouped into eight areas: (1) job planning, layout, and design; (2) composition; (3) image assembly; (4) photo conversion; (5) strippin and platemaking; (6) offset presswork, (7) bindery and finishing; and (8) pre-employment and placement. Each task sheet states the task, performance objective, tools and materials needed, student action required, and performance checks to be used. It is noted that the identification of tasks was carried out through research and visitation of related high schools, area vocational centers, colleges, and the printing industry. (LRA) agribusiness and natural resources is divided into the following eight areas: agricultural business (sales); animal science (health and grooming); horticulture (grafting and budding); agricultural products (grading eggs); plant science (germination); soil science (soil acidity and alkalinity); agricultural mechanics (small engine maintenance); and natural resources (forestry measurements). The exercises in each area are designed to help the students explore their own interests and attitudes towards careers in these areas and experience some of the tasks that workers might be expected to perform. A teacher's guide (CE 022 471) accompanies this document. (BM)

ED 174 858 CE 022 591

Consumer's Choice. A Manual of Supplemental Consumer Education Teaching Strategies. Developed for Grades K-4.

Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.
Pub Date-79
Note-290p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Academic Education, Art Activities, *Behavioral Objectives, Concept Teaching, *Consumer Education, Elementary School Mathematics, Elementary Science, *Interdisciplinary Approach, Language Arts, *Learning Activities, Primary Education, Science Activities, Social Studies, *Teaching Techniques

Designed for grades K-4, this manual contains suggested teaching strategies for infusing consumer education into the academic areas of art, language arts, mathematics, science/health, and social studies. Each of the twenty to thirty learning activities provided for each of the academic areas is based on competencies related to one of four concepts: basic economics of the market place; legal rights, redress, and consumer law; major purchases of products and services; and special problems such as advertising and product safety. Included with the learning activities are resources needed, followup activities, and student performance indicators. All together, twenty-four consumer competencies, each with several sub-competencies, are covered (e.g., Demonstrate the use of the monetary system,'' and Analyze advertising and its influence on the consumer''). A resource list is appended. (JH)

therapy as an approach. Feedback variables are crucial. Results of a research study in which therapy groups composed of mentally retarded adults underwent manipulations designed to affect delivery of feedback within the group are reported. Therapist style, race, and time, but not sex, affected feedback. Feedback may increase self-reinforcement and less reliance on the opinions of other people. (Author/BEF)

ED 174 881 CG 013 669

Dellas, Marie And Others
Maternal Employment and Selected Behaviors and Attitudes of Preadolescents and Adolescents.
Pub Date- 75
Note-18p.
Available from-Libra Publishers, P.O. Box 165, 391 Willets Road, Roslyn Heights, L. I., NY 11577
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents, Behavioral Science Research, *Children, *Employment, Family Attitudes, Mothers, Parent Attitudes, *Parent Child Relationship, Social Class, *Work Attitudes, *Working Women

Investigation of the relationship between maternal employment and behaviors and attitudes (emcompassing parental relationships; personal problems, educational/career aspirations; future life; sex role ideology) of preadolescents and adolescents indicated significant differences only for preadolescents regarding sex role ideology. Working mother children more frequently favored the working mother role. Also, working mother daughters, compared with sons, more frequently supported this notion, as did working mother children of managerial and working class, but not professional class, families. Results suggest full-time maternal employment has few effects on behaviors and attitudes of school-age children from intact families, these effects diminishing along the developmental continuum. There is no substantial evidence indicating that maternal employment has a detrimental effect or even a consistently differentiating effect on behavior and attitudes of children. (Author)

61.4 miles driven to see each client. The results suggest that this type of program can be effective and relatively inexpensive in areas where there is demand for services, and resources are limited. (Author)

ED 174 904 CG 013 695

Kirkpatrick, J. Stephen

Sexual Knowledgeability of Counselor and Student Personnel Worker Trainees Compared to Other Students.

Pub Date- 78

Note-12p.; Not available in hard copy due to marginal legibility

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Students, Comparative Analysis, *Counselor Attitudes, Graduate Students, Higher Education, *Knowledge Level, *Sex (Characteristics), *Student Attitudes

Identifiers-*Student Sex Knowledge Survey

The basic sexual knowledge exhibited by trainees in counseling and student personnel work was compared with knowledge exhibited by other graduate students and community college students. Subjects (N 181) completed the Student Sex Knowledge Survey (SSKS). Results indicated that: (1) females scored significantly higher than males; (2) counseling and student personnel worker trainees had similar knowledge to other graduate students; and (3) graduate students knew more than community college students. (Author)

leader and the group, characteristics of the leader and the group, and attribution for the outcome on the task. Results indicated that males endorse a more conservative role for females, particularly in management roles, than do females. Female subjects generally evaluated female leaders positively, while male subjects evaluated male leaders positively. (Author)

ED 174 949 CS 004 933

Green, Georgia M.

Organization, Goals, and Comprehensibility in Narratives: Newswriting, A Case Study. Technical Report No. 132.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-Andrew W. Mellon Foundation, New York, N.Y.; Center for Advanced Study in the Behavioral Sciences, Stanford, Calif.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Rockefeller Foundation, New York, N.Y.
Pub Date-Jul 79
Contract-400-76-0116
Note-66p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Childrens Literature, Content Analysis, *Discourse Analysis, Elementary Education, Expository Writing, News Reporting, *News Writing, *Organization, Prose, *Readability, *Reading Comprehension, *Reading Difficulty, Reading Research
Identifiers-Basal Reading, *Center for the Study of Reading (Illinois)

This report compares a typical newspaper account of an event with other possible ways of narrating the event. It argues that journlists' beliefs about the appropriate format, style, and content for a news story work in concert to obscure the structure of the story and the relations among subparts, and thus serve to thwart their presumed goal in writing: providing an account of events that will be easily readable by an ordinary person. The report concludes that there are clear counterparts to editors standards for the format and style appropriate to books intended for beginning readers, and hypothesizes that children who are exposed primarily to texts written to conform to these standards (short sentences, no paragraphing, relations inexplicit between events recounted) may fail to become good readers because they do not learn to expect connection among ideas, and frequently fail to see it, even in better written texts. (Authors)

ED 174 971 CS 004 976

Massaro, Dominic W. Taylor, Glen A.

Reading Ability and the Utilization of Orthographic Structure in Reading. Technical Report No. 515.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 79

Grant-OB-NIE-G-78-0217

Note-61p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Elementary Education, Higher Education, *Language Processing, Letters (Alphabet), *Orthographic Symbols, *Reading Ability, *Reading Processes, *Reading Research

Previous research has demonstrated that readers utilize orthographic structure in their perceptual recognition of letter strings. Two experiments were conducted to assess whether this utilization varied with reading ability. Anagrams of words were made to create strings that orthogonally combined high and low single letter positional frequency and regular and irregular orthographic structure. These strings and the original words were used as test stimuli in a target search task in which subjects indicated whether a given target letter appeared in the test string. In the first experiment, 19 good and 15 poor college readers showed equally large effects of orthographic structure on task accuracy. In the second experiment, involving 42 sixth grade readers and 14 college students, the poor sixth-grade readers showed a smaller effect of orthographic structure than did average or good sixth grade readers, and the college students benefited more from orthographic structure than did either sixth grade group. Post hoc correlations of measures of orthographic structure with reading ability revealed similar results. The results suggest that the utilization of orthographic structure is an important skill in reading and that differences in this skill might be partially responsible for differences in reading ability of relatively young readers. Although older readers appear to have mastered this skill, the cost of mastery may be partially responsible for deficits at other higher-order processing stages in reading. (Rules for selecting materials used in the experiments and the test stimuli are appended.) (Author/FL)

discipline creates special challenges to reporters who must sift through data to interpret the most methodologically sound findings. Once journalism teachers recognize the efficacy of including social sciences in their science news writing courses, they can expose their students to the problems and challenges of social science news reporting in the following ways: compare the central issues of daily news stories with current social science research topics; involve local social scientists in class activities whenever possible; have students develop glossaries of social science terms; have students critique local media coverage of science news; have students write science news articles based on original research reports, then compare student work with professional articles based on the same reports; and make students aware of the basic references in the social sciences. (RL)

Jeffers, Dennis W. And Others

An Evaluation of the Communications Climate and Performance of Communication Roles and Functions in a Mental Hospital.

Pub Date-Aug 79
Note-28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication (Thought Transfer), Communication Problems, *Employee Attitudes, Employer Employee Relationship, *Industrial Relations, Institutional Research, *Interaction Process Analysis, *Organizational Climate, *Organizational Communication, Psychiatric Hospitals, Research Methodology
Identifiers-*Communication Research

A study was conducted to determine the perceptions of staff members in the psychiatric treatment division of a residential mental health center regarding the internal communication situation among division employees. The study, which combined organizational communication and basic communication research perspectives, was based both on an examination of the communication climate in the division and on an evaluation of how specific communication roles and functions were being performed. Data were collected through a series of indepth interviews with a sample of division employees and through the completion of self-administered questionnaires by a total of 92 employees (approximately 70% of all employees). Analysis of the data revealed that the employees as a group were not really dissatisfied with the internal communication situation, but that they felt the need for improvement in amount and frequency of communication, communication about change, and staff interaction. Although in general the professional employees were more satisfied than nonprofessionals, there were significant differences on only four communication dimensions. No significant sex differences were noted. Such studies as this one are valuable in revealing both positive and negative aspects of an organization's internal communication situation. (GT)

Ernst, Sandra Kahle, Roger

A Q Study of Typographic Elements in Print Advertising.

Pub Date-Aug 79
Note-27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Design Preferences, Factor Analysis, Graphic Arts, *Layout (Publications), *Media Research, *Merchandise Information, Q Sort
Identifiers-*Advertising, *Typography

Fifty-two subjects participated in a study of attitudes toward typographic treatment in print advertising. Twenty variations of a basic ad layout, based on nine typographic variables (five for display type and four for body copy), were developed to reflect current trends in fashionable/conservative advertising typography. The subjects sorted the ads twice, once for appeal and a second time for perceived advertising effectiveness. Five approaches to advertising typographics emerged from a factor analysis of the data, and these factors, which explained 61% of the variance, were not very highly correlated. The factors were labeled bold and angled,'' anti-truckers'' (content-oriented), typographic conservatives,'' styling conservatives,'' and eclectics.'' The two hypothesized approaches to advertising typographics fashionable and conservative clearly emerged as distinctive factors, but the fashionable approach did not dominate the other factors at all. In fact, the only ads that appealed to all five factors were largely conservative layouts. Some of the characteristics of fashionable typography (angular plane, boldface display head) did appeal to several of the factors, however. The typographic issues were found to be somewhat clouded by the interaction between the typographic variables and the content or artwork of the ads. (RL)

ED 175 058 CS 205 142

Skerl, Jennie

The Writing Lab as a Focus for Faculty Education.

Pub Date-Apr 79
Note-9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), Higher Education, *Interdisciplinary Approach, *Learning Laboratories, *Teacher Attitudes, *Writing Skills

College faculty members will welcome a writing lab when they think it will help students perform at an acceptable level in their classes. For this reason, a major task of the writing lab is to convince the faculty that teaching writing is everyone's job. However, even when other faculty members concede this, they are often hampered by three common misconceptions about the writing process and how to improve student efforts: teaching writing on the college level is a remedial task, writing is a test rather than a learning process, and writing is a technology concerned with stylistic niceties and grammatical correctness rather than with the organization and development of ideas. All three of these misconceptions underlie the idea that teaching is someone else's job and all lead to counterproductive approaches to teaching writing. The writing lab gains acceptance when faculty members recognize that the development of writing skills is an ongoing process for which writing labs are a focus. (TJ) described and illustrated. State of the art information about instructional aids is broken down into three groups: instructional aids for the mobility impaired, aids for students with sight disabilities, and aids for students with hearing disabilities. The final chapter discusses resource and funding sources. (Author/MLF)

sources consulted by the authors is included. (Author/JM)

ED 175 102 **EA 011 986**

Cook, Nancy C.
Citizen Participation Issues. Research Report 79-103.
Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.
Pub Date-79
Note-122p.; For related documents, see EA 011 984-985
Available from-Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903 ($5.75; quantity discounts; 10% added for shipping on billed orders; make checks payable to "University of Virginia")
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advisory Committees, *Citizen Participation, Citizens Councils, *Community Education, Decision Making, Elementary Secondary Education, Paraprofessional School Personnel, *Research Needs, *School Community Cooperation, Volunteers

The third part of a three-part assessment of community education research needs, this report attempted to formulate research questions and identify research needs related to community involvement in community education. It begins with a rationale for citizen participation and the function of citizen participation in community education. It presents a historical perspective and lists several forms of citizen participation. The barriers to and benefits of citizen participation are highlighted. A review of research describes research studies on citizen participation issues that relate to community education. The report concludes with a list of critical questions and research needs for researchers in community education to examine. A twenty-one page list of sources consulted by the authors is included. (Author/JM)

ED 175 124 EA 012 033

Martin, James A. Andes, John D.

Supply and Demand of Public School Administrators in West Virginia 1978-1980.

West Virginia Univ., Morgantown. Dept. of Educational Administration.

Pub Date-79

Note-94p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Administrative Personnel, Administrator Characteristics, Administrator Education, Administrator Qualifications, Career Ladders, Educational Administration, Elementary Secondary Education, Employment Patterns, *Labor Supply, Labor Turnover, Longitudinal Studies, *Principals, *School Superintendents

Identifiers-*Administrator Supply and Demand, *West Virginia

This publication describes the supply and demand for public school administrators in West Virginia between 1973 and 1980. It is the second in a series of longitudinal supply and demand studies begun in 1973. Personal, educational, and experiential data were collected, analyzed, and compared with similar data reported in the 1973 study. Data were gathered from school administrators in every district in the state, the three instate graduate institutions preparing public school administrators, and the State Department of Education. A projected demand for public school administrators was calculated from annual turnover rates and projected new positions. The projected demand was compared with current and projected output. Conclusions were reached about supply and demand inequities in the eight most popular categories of public school administrators as well as ancillary administrative positions. (Author)

ED 175 146 EA 012 056

Wake, Andrew

The School Administrator's World of Predetermined Meaning.

University Council for Educational Administration, Columbus, Ohio.
Pub Date-79
Note-8p.
Journal Cit-UCEA Review; v20 n3 p13-19 Sum 1979
Pub Type- Journal Articles (080) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes, Administrator Characteristics, *Administrator Role, Cost Effectiveness, Efficiency, Elementary Secondary Education, Organization, *Principals, *Role Perception, Social Environment

This paper presents a view of the principalship as it is subjectively perceived by the principal. The role is constrained by a number of factors. One of these is the principal's private office that both signifies and produces the principal's unique status and position. One of the principal's primary obligations is to maintain the social structure within and outside the school. Principals' obligations involve situation-defining or defining the school structure, but the definitions are not of their own making. Recent changes in managerial styles create new demands on the principal, including a greater demand for measurable indicators of efficiency and effectiveness. The principal is also constrained by the way time is measured within the bureaucracy and by its strict use as an organizing feature of school life. As a consequence of these constraints, the principal may easily acquire a sense of being a victim of circumstance rather than the creator of occasions. It may be that the principal is the human agency through which the organization defines itself. (Author/JM)

ED 175 168 EC 115 058

Weinberg, Nancy

Perceived Similarity of the Disabled: A Function of Degree on Contact.

Pub Date-Aug 78

Note-13p.; Paper presented as part of a symposium on Critical Dimensions of Interaction Between Able-bodied and Disabled at the National Convention of the American Psychological Association (Toronto, Canada, August, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Changing Attitudes, Exceptional Child Research, Higher Education, Peer Acceptance, *Peer Relationship, *Physically Handicapped, *Student Attitudes

The effects of a naturally occurring situation on perceived similarity of physically disabled students were investigated with 466 able bodied university students. Within each of three samples (segregated dormitory, integrated dormitory, and integrated roommate), half of the individuals were randomly selected to rate a same-sex able bodied person on a person description questionnaire and the other half were to rate a same-sex disabled person on the same questionnaire. A principle component factor analysis revealed eight factors (interactive, happiness, goodness, self control, dependence, political attitudes, sensitivity, and courageous factors) and pointed out items on which the disabled were seen as significantly different from the able bodied. Findings suggested two conclusions: that as contact between able bodied and disabled is intensified, the stereotype of the disabled diminishes; and that, as contact increases, perceived similarity increases. (CL)

school year. Sections address the following projects: Evaluation of the Implementation of Individualized Educational Plans, Project Help-Screening, Project KIDS (Kindling Individual Development Systems), Project KIDS Theoretical Control Study, Project Zero Reject-Child Find, Special Education Data Base, Special Education Process Evaluation, and Project SEED (Structured Environment for the Emotionally Disturbed). Each section contains an executive summary with the major evaluation questions and responses; an abstract with information on project objectives, sample population, evaluation design, and results; and the 1978-79 plan, when appropriate. (SBH) in Pennsylvania, research, tests, current citations, instructional materials, and files which relate to the featured article. (SBH)

94-142, a summary of information gathering, and a description of the special education process. (SBH)

ED 175 233 EC 121 570

Blaschke, Charles L.
Case Study of the Implementation of P.L. 94-142. State A. Final Report.
Education Turnkey Systems, Inc., Washington, D.C.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-16 May 79
Note-162p.; For related information, see EC 121 569-572
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Compliance (Legal), Due Process, *Educational Administration, Elementary Secondary Education, Exceptional Child Research, *Federal Legislation, *Handicapped Children, Identification, Individualized Programs, Parent Participation, Research Methodology, *State Programs, Student Evaluation, Student Placement
Identifiers-*Education for All Handicapped Children Act

The document reports findings on implementation of P.L. 94-142 (the Education for All Handicapped Children Act) in three local education agencies (LEAs) in State A, one of three states studied. An initial section discusses the conceptual model which was used to generate hypotheses, organize data, and analyze findings as LEAs implemented the major provisions of P.L. 94-142. In a second section, a brief description of the general state context in which the implementation process occurred at the LEA level is provided. Identified are major contextual and other variables which indicated the nature and extent of the state education agency influence over the LEAs. Finally, individual case studies of the three LEAs are presented. Considered for each LEA are the overall context in which the process is implemented, the specific activities and procedures used by the LEA to implement the major provisions, and the consequences and coping strategies which were observed over 2 school years. Findings are reported in the following areas: childfind, assessment, placement/least restrictive environment, individualized education program, and due process/parental involvement. (SBH)

German; and (7) pronouncing dictionaries of German and Standard German. (JB)

ED 175 253 FL 010 462

Key, Mary Ritchie

The History and Distribution of Indigenous Languages of Bolivia.

Pub Date-78

Note-20p.; Paper presented at the American Anthropological Association (77th, Los Angeles, California, November 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*American Indian Languages, Anthropological Linguistics, Aymara, Comparative Analysis, *Diachronic Linguistics, *Etymology, Guarani, *Language Classification, Language Research, Language Typology, Language Universals, Mayan Languages, *Phonology, *Quechua, Spanish, Uncommonly Taught Languages, Unwritten Language

Identifiers-*Bolivia, Peru, South American Languages

This paper about the history and distribution of indigenous languages of Bolivia is divided into two parts. The first part deals with: (1) the developments of comparative work in South American Indian languages, (2) the phonological problems of comparative work in recently written languages, and (3) the apparent conflicts when dealing with early stages of discovering relationships. The second part is a survey of the extant languages of Bolivia with an updated map. Relationships that have been posited are summarized. A new hypothesis is suggested for intercontinental connections, relating the Aztec languages of Mexico with Quechua, Mapuche (Araucanian), Mosetene, Tacanan, Panoan, and the Fuegian languages. The appendix contains a word list of resemblances between the languages examined. (Author/NCR)

ED 175 274 FL 010 571

Socobasin, Mary Ellen
Maliyan (Mary Ann).
Wabnaki Bilingual Educational Program, Indian Township, Maine.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-55p.; Photographs will not reproduce either in microfiche or paper copy
Available from-Wabnaki Materials Development Fund, Indian Township School, Indian Township, Maine 04668
Language-English; Passamoquoddy
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*American Indian Culture, *American Indian Languages, American Indians, Bilingual Education, Cultural Awareness, Cultural Background, Elementary Education, *Folk Culture, *Language Instruction, *Legends, *Reading Instruction, Reading Materials, Uncommonly Taught Languages
Identifiers-Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *Passamaquoddy (Tribe)

This illustrated reader tells of life in Indian Township, Maine about fifty years ago. It is one of a series of readers containing Passamaquoddy legends and stories and is intended for use in a bilingual education setting. Each page presents the text in the Passamaquoddy language and in English translation. The English version is not intended to be a literal translation nor to follow exactly the sentence or paragraph structure of the Passamaquoddy story. A guide to pronunciation is provided at the end of the book. (AMH)

and status of West Berlin faculty and administrators as compared to their American counterparts was that the position of administrator was not at the top of the academic ladder, but rather in another career ladder altogether. It is shown that there is virtually no organized feminist group in West Germany; those few women from the sample who were actively working for the equality of women were met with frustration and the disruption of their careers. Most of the women saw the movement as useless, at least in their lifetimes. The women studied all had similar family expectations, a comfortable financial basis, an upper middle class outlook on life, and a notable absence of brothers. The women came to their careers in one of three ways five of the women knew what they wanted, studied, and entered their chosen fields; six studied a subject of their own choosing, without any particular career goals; and the remaining 19 were unable to study the career of their own choosing, usually for sexist or sex-related reasons. Eight of the women married; most elected not to have children. Most of the women had male role models. (PHR)

ED 175 314 HE 011 575

Shealy, Robert E.

A Bibliography of the Literature Related to the Organization and Structure of Colleges, Universities, and Academic Departments.

Pub Date-Apr 79
Note-24p.; Prepared for the Institute of Higher Education Management, The University of Texas System, Austin
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Organization, Administrative Personnel, *College Administration, *College Faculty, *Departments, Governance, *Higher Education, Information Sources, *Postsecondary Education As a Field of Study, Power Structure

Over 180 citations, not annotated, are presented in this bibliography on higher education administration, faculty, and governance. Citations are drawn from journal literature, books, papers, and dissertations in education and organization science since 1950. (MSE)

ED 174 839 CE 022 478

Auto Body Repair Teacher's Guide. Competency Based Education Curriculum.

Radio Corp. of America, Palo Alto, Calif. Education Systems.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date-Feb 79

Note-84p.; For a related document see CE 022 479

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Auto Body Repairmen, Criterion Referenced Tests, *Job Skills, Painting, *Performance Based Education, Postsecondary Education, Repair, Skilled Workers, *Trade and Industrial Education

Identifiers-West Virginia

This instructor's guide is designed to be used as a reference and an aid in implementing the auto body repair curriculum for training auto body repairers, shop estimators, or auto painters. (See note regarding companion student materials.) Introductory sections describe briefly the methods of identification and validation of job titles and competencies on which the curriculum is based and describe the functions of the developmental committee. An outline of program organization (list of sixty-three competencies divided into eight modules), references for seven basic tests, and an equipment list are presented. Major contents consist of an instructor's sheet for each competency; each includes a summary of the equipment needed, list of instructor responsibilities, and a summary and/or answers to the student criterion evaluation. Competencies are divided into the following eight modules: (1) occupational information, (2) trim and accessories, (3) glass, (4) painting and refinishing, (5) metal work, (6) body alignment, (7) frame work, and (8) estimating. (LRA)

Kenrick, Douglas T. And Others

A Step in the Socialization of Altruism as Hedonism: Effects of Negative Mood on Children's Generosity under Public and Private Conditions.

Pub Date- 78
Note-26p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Altruism, Attitudes, *Behavior Development, Child Development, *Children, Developmental Stages, *Helping Relationship, Motivation, Prosocial Behavior, *Psychological Patterns, *Socialization

Prior research has indicated that, although negative mood induction procedures reliably lead to enhanced helping in adults, such procedures do not produce increased helping in young children. Consistent with the negative state relief model, it was expected that, relative to neutral mood subjects, children in a negative mood would be more generous if the helping opportunity offered the potential for direct reward through social approval. This expectation was supported in a pair of studies wherein children in Grades 1-3 were asked to imagine either neutral or sad experiences and were then given the opportunity to be charitable either in public or private. The second experiment provided evidence that the enhanced public helping of negative mood subjects is more parsimoniously interpreted as an attemot to remove negative mood than to repair public image. Finally, a three-step account of the development of altruism as a self-reward was proposed. Initially, helpfulness was found to be rare because it involved the loss of rewards. At the second step, children, usually those in primary grades, became aware that helping could lead to systematic social reinforcement, although they may be less helpful when in a negative mood. After sufficient experience with external reward for charitable action, the behavior itself assumes the quality of a secondary reinforcer occurring with increased frequency in all moods. (Author/BEF)

ED 175 081 EA 011 747

Bernal, Helen H. And Others

The Explanation of Educational Changes: Case Studies in the Edgewood School Plan. First Draft.

D.C. Development Associates, San Antonio, Tex.
Pub Date-Jun 77
Note-74p.; Not available in paper copy due to illegibility of appendix A
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Attitudes, *Adoption (Ideas), Decision Making, *Educational Change, Educational Needs, Elementary Secondary Education, Models, *Program Attitudes, Questionnaires, *Tables (Data), Teacher Attitudes
Identifiers-Edgewood Independent School District TX, *Edgewood School Plan, Experimental Schools Program

An external evaluation of a subprogram of the Experimental Schools Program called the Edgewood School Plan, this study attempted to discover the extent to which educational changes can be accurately explained and forecast. A model was constructed containing the three explanatory variables of conditions, decisions, and effects and the criterion variable of support. These were measured through a questionnaire sampling of the perceptions of the school staff. The three aspects of the Edgewood School Plan studied were known as the best paced mathematics project (an individualized approach), the external high school project (an alternative program for dropouts), and the cultural advocacy project (a program emphasizing Mexican American heritage). Item part-whole correlations and the interrelationship among the mean scores of the four variables were calculated. Findings indicated that perceptions concerning the need for proposed change (or the variable conditions'') is the single most powerful explanatory variable affecting adoption of a program. Participation in the decision-making process and perceived effects of the project have less influence on adoption. The study also indicated, however, that when resources and approval are more vital to adoption than perceived general support, the decision-making process becomes the strongest variable. Researchers concluded that change can be predicted through a study of participants' perceptions before adoption. (Author/JM)

ED 175 190 EC 120 054

Brown, Donnise And Others

The Oregon Project for Visually Impaired and Blind Preschool Children (OR Project). Preliminary Edition.

Jackson County Intermediate Education District, Medford, Oreg.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-78
Note-461p.
Available from-Jackson County Education Service District, 101 N. Grape, Medford, Oregon 97501 ($50.00 includes shipping, additional packets of 5 Skills Inventories may be ordered separately for $12.50 per packet); Price includes Manual, Skills Inventory and Teaching Activities in 3-ring binder plus packet of 5 additional Skills Inventories
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Blind, Cognitive Development, Home Instruction, Individualized Programs, Language Development, *Learning Activities, Motor Development, Parent Teacher Cooperation, *Preschool Education, Self Care Skills, *Skill Development, Social Development, *Student Evaluation, *Visually Handicapped
Identifiers-*Oregon Project for Visually Impaired and Blind

The Oregon Project for Visually Impaired and Blind Preschool Children (OR Project) materials are designed primarily for use by teachers or counselors working with visually impaired and blind preschool children and their parents in the home. The OR Project contains a manual, skills inventory, and descriptions of teaching activities. The manual contains an overview of the materials and specific instructions for using the skills inventory and teaching activities. The skills inventory is designed to assess each blind child, select teaching objectives, and record progress. The inventory lists 693 skills organized into six developmental areas (cognitive, language, self help, socialization, fine and gross motor) which are sequenced and arranged in age categories. Teaching activities for each of the 693 skills consisting of three to eight suggestions for the teacher or parent in either home or classroom setting are also provided. It is explained that the skills inventory and teaching activities guide the teacher and parent in planning an appropriate individualized educational program. (SBH)

ED 175 211 EC 120 104

Parmenter, Trevor R.

Factors Influencing the Development of Special Education Facilities in Australia for Children with Learning Disabilities/Learning Difficulties.

Macquarie Univ., North Ryde (Australia). School of Education.

Pub Date-Feb 79

Note-21p.; Paper presented at the International Conference of Association for Children with Learning Disabilities (San Francisco, California, February, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational History, Educational Philosophy, Educational Research, *Educational Trends, Elementary Secondary Education, *Foreign Countries, *Learning Disabilities, *Program Development

Identifiers-*Australia

The effects that historical, philosophical, and empirical factors have had upon the development of special education in Australia for children with learning disabilities are examined. It is suggested that, owing to the early neglect by the various education departments in providing effective services, there has been a resultant dearth of professionally competent personnel to implement policies being formulated upon the emerging philosophies in special education. It is therefore argued that Australia requires an effective thrust into research at the classroom, the delivery, and the teacher preparation levels so that the relatively diminishing resources for education may be better utilized for the child with a learning problem. (Author/SBH)

ED 174 820 CE 022 425

Public Service Practicum Curriculum Guide.
Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jun 79
Note-708p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF04/PC29 Plus Postage.
Descriptors-*Cooperative Education, Course Descriptions, Course Objectives, *Course Organization, Experiential Learning, *Instructional Programs, *Internship Programs, Occupational Information, *Practicums, *Program Development, *Public Service Occupations, Resource Materials, Secondary Education
Identifiers-Illinois (Elk Grove)

This Public Service Practicum Curriculum Guide is intended to assist social science and occupational teachers in the areas of public service and related occupations to develop, implement, and operate an internship program. Designed for use in all schools in rural, suburban, or city settings, this guide is based on a program developed in Elk Grove (Illinois) high school district 214. The first of eight sections provides information as to the need for including public service internships in all high school curriculums. Suggestions for developing public service internship program are included in section two. Section three contains a suggested occupational public service course sequence since the program is designed to be an instructional program with a community experience. Section four contains a brief description of 147 public service occupations, related jobs, recommended high school courses, formal education required, Illinois colleges offering postsecondary programs, outlook for employment, and references for additional information. Section five includes a discussion of instructional methods, teaching units, training plans of career performance objectives, methods of evaluating student competencies, and learning activities. Section six involves evaluation of the practicum and includes evaluation instruments. Section seven provides general information essential to the development and operation of the program. An annotated bibliography of resource materials for both students and teachers appears in the final section. (BM)

Gebhardt, Richard

Teamwork and Feedback: Broadening the Base of Collaborative Writing.

Pub Date-Apr 79
Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979); Not available in paper copy due to marginal legibility of original document
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Composition (Literary), *Cooperation, Elementary Secondary Education, *Feedback, Group Activities, *Peer Evaluation, *Peer Influence, Peer Relationship, *Teamwork

Many advocates of collaborative writing place too little emphasis on the emotional benefits of feedback to the writer by restricting group feedback to relatively late points in the writing process. Collaboration is as appropriate during the early stages of writing as it is after the completion of a draft. Students can receive feedback from sympathetic allies while they are generating ideas, while they are jotting down notes about possible theses, while they are running up against dead ends in research, and while they are developing a rhetorical stance. This broadening of the range of problems upon which collaborative writing works is important because it helps reduce students' isolation, gives them moral support, and provides them with wider or different points of view throughout the writing process, from prewriting through final editing. In short, teachers should apply collaborative writing strategies to finding a promising topic, generating details on the topic, and locating the intended audience for a paper. (RL)

ED 175 295 HE 010 887

Equal Educational Opportunity in California Postsecondary Education. Part I. Commission Report 76-6.
California State Postsecondary Education Commission, Sacramento.
Pub Date-Apr 76
Note-26p.; Appendices not included due to marginal legibility
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, *Affirmative Action, College Admission, College Integration, Educational Discrimination, *Equal Education, *Females, Higher Education, *Minority Groups, Nondiscriminatory Education, *Postsecondary Education, Program Development, Racial Composition, Racial Discrimination, School Demography, Sex Discrimination, *State Action, State Legislation

California's progress towards the equitable participation of ethnic minorities and women in the admission and retention of postsecondary education students is reported. Part 1 provides a background and summary of the California student affirmative action program. Part 2 describes student body composition (ethnic and sexual) and part 3 considers the development of comparison bases for universities and colleges. Part 4 describes California Community Colleges' response to the affirmative action program, part 5 reviews a report submitted by California State Universities and Colleges, and part 6 describes the progress made toward the development of a comprehensive plan for student affirmative action by the University of California. Part 7 describes five obstacles to equal educational opportunity and presents recommendations for achieving this goal. Appended are the following documents: Assembly Concurrent Resolution 151; tables and charts; reports by California Community Colleges, California State Universities and Colleges, and the University of California in response to the Assembly Concurrent Resolution 151; and A Report to the President of the University of California from the Student Affirmative Action Task Groups. (BD)

von Zur-Muehlen, Max

Canadian Statistical Review. Volume 53, Number 7, July 1978.

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.

Pub Date-Jul 78

Note-172p.

Available from-Publications Distribution, Statistics Canada, Ottawa, K1A 0T6, Canada

Journal Cit-Canadian Statistical Review, v53 n7 Jul 1978

Pub Type- Collected Works - Serials (022) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*College Faculty, *Economic Factors, Economic Research, *Foreign Countries, *National Surveys, *Sociocultural Patterns, Trend Analysis

Identifiers-*Canada

Information on Canadian social and economic trends is presented in this statistical review. Advance information on national income and expenditure accounts for the first quarter of 1978 is provided. Characteristics of full-time university teachers from 1956-57 to 1977-78 are detailed in tables that recount such developments as the nearly six-fold growth in numbers of teachers and the age, sex, and qualifications of full-time teachers. Information on other relevant publications is included. The main portion of the review is devoted to charts and tables providing data in the following areas: selected economic indicators; population statistics (by province, immigration to Canada, births); system of national accounts (gross national expenditure, government revenue, expenditure, and surplus or deficit by level of government); labor (wages and salaries, labor force characteristics); prices (consumer price indexes); manufacturing (tobacco and beverages, primary iron and steel); fuel, power, and mining (electric energy, metals); construction (building permits, mortgage loans approvals); food and agriculture (selected agricultural price indexes, manufactured food); domestic trade (value of wholesale sales, consumer credit balances outstanding); external trade (merchandise exports and imports); transportation (carloadings of revenue freight); and finance (Canadian chartered banks, stock exchange statistics). (PHR)

ED 174 781 CE 022 190

Gordon, Ruth, Comp And Others

Projects in Progress FY 1978. A Report for the Coordinating Committee on Research in Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Feb 79

Contract-300-78-0032

Note-246p.

Pub Type- Reference Materials - Bibliographies (131) - Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Adult Education, American Indians, Bilingual Education, *Career Education, Contracts, *Curriculum Development, *Demonstration Projects, Educational Research, Elementary Secondary Education, Federal Aid, Grants, Postsecondary Education, Professional Training, *Research Projects, *Vocational Education

Identifiers-Coordinating Committee on Research in Voc Ed

Resumes of 321 ongoing projects in career education, vocational education, and education and work are provided. (These contract and grant awards are administered by the U.S. Office of Education's Division of Research and Demonstration and Office of Career Education, the National Institute of Education, and the Fund for the Improvement of Postsecondary Education.) The publication is organized into three sections. Section I contains descriptions of the four agencies, names of key personnel, and a list of project officers and their telephone numbers. Section II contains the project resumes and two appendices listing the institutions and teacher educators participating in two personnel development programs (Vocational Education Graduate Leadership Development Programs and Vocational Education Teacher Certification Fellowship Program). Project resumes are grouped by administering agency. Projects administered by the Division of Research and Demonstration are subdivided as follows: Programs of National Significance (Projects of National Significance, Personnel Development, the National Center for Research in Vocational Education, and Curriculum Coordination Centers), Bilingual Vocational Education, and Contract Program for Indian Tribes and Indian Organizations. Each resume includes bibliographic information and an abstract focusing on project objectives and procedures. Section III provides six indices: subject, project director, organization, responsible agency, geographic location (state and U.S. Congressional District), and contract/grant number. Directions for using the report and a sample resume are provided in the introduction. (Author/JH)

ED 174 859 CE 022 606

Waterworks Operator Training Manual.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City.; Missouri State Dept. of Natural Resources, Jefferson City.; Northeast Missouri State Univ., Kirksville.
Pub Date-Jun 79
Note-597p.
Available from-Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Building, Columbia, Missouri 65211 ($10.00 per copy)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-Chemical Analysis, Chemistry, Electricity, Hydraulics, Inservice Education, *Instructional Materials, Job Skills, *Job Training, Learning Modules, Management, Mathematics, Microbiology, Public Relations, Safety, Technical Education, *Utilities, Water Resources
Identifiers-Chlorination, Cross Connections, Pumps, *Waterworks Operators

Sixteen self-study waterworks operators training modules are provided. Module titles are the following: basic mathematics, basic chemistry, analysis procedures, microbiology, basic electricity, hydraulics, chlorination, plant operation, surface water, ground water, pumps, cross connections, distribution systems, safety, public relations, and management. Each module generally includes a list of performance objectives, module pretest with answer key, information sections, self-tests for each section with answer keys, and a post evaluation with answer key. (Author)

ED 174 905 CG 013 696

Rogers, George W. McCann, Thomas W.
A Practical Guidebook For the Beginning Therapist.
Pub Date- 75
Note-64p.; Not available in hard copy due to marginal legibility
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Counseling, *Counselor Role, *Helping Relationship, Professional Development, Professional Personnel, *Therapeutic Environment, Therapists, *Therapy

This practical guidebook for novice therapists is designed as a supplement to be used with courses or books which focus on therapeutic theories. The intent of the guide is to explore the practical problems encountered during therapy and to investigate the commonsense aspects and nuances of the therapeutic encounter. Numerous topics are covered, briefly, including a look at those entities known as ``clients'' and ``therapists.'' Also explored are the therapeutic environment, including its physical organization and trappings, the therapeutic process from beginning to termination, and some viable alternatives to therapy. (Author)

ED 175 059 CS 205 147

Grindel, Gracie
Using Literature in a Basic Writing Course.
Pub Date-Feb 79
Note-15p.; Paper presented at the Annual Meeting of the Midwest Regional Conference on English in the Two-Year College (14th, Des Moines, Iowa, February 15-17, 1979)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *Critical Reading, *Critical Thinking, Expository Writing, Higher Education, *Literary Analysis, Literary Conventions, Literature Appreciation, Secondary Education, Teaching Methods, *Writing Skills

Literature can be used in a writing course if the teacher carefully chooses the literature to be studied, if the writing assignments are sequenced so that they make some kind of developmental sense, and if the writing activity is used to clarify student thinking about the literature. Attention to these three elements was essential to the success of a six-week summer course in basic writing, where the teachers grounded all writing activities in responses to literature. Using the workshop approach, they developed student writing in stages that emphasized levels of generality, subordination, and the basis of rhetorical (oral and written) discourse in probabilities. These concepts were developed by interpreting literature while coincidentally applying fundamentals of F. Christensen's rhetoric, the TRI'' pattern (topic, restriction, illustration), and Aristotle's treatment of the enthymeme. Attention to the enthymeme especially reaffirmed the teachers' resolve that teaching students how to write about a story helps them to learn how to think, how to interpret information, and how to transform external realities into internal, intellectual constructs. (RL)

ED 175 125 EA 012 034

Parsons, Llewellyn

Evaluation of Teacher Performance.

Pub Date-17 Jun 79

Note-21p.; Paper presented at the International Congress on Education (2nd, Vancouver, British Columbia, June 17-20, 1979)

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Role, *Faculty Development, Humanization, Leadership, Personal Growth, Professional Development, Supervisory Methods, Teacher Characteristics, *Teacher Evaluation, Teacher Improvement, *Teacher Supervision

This paper on the supervision and evaluation of teachers as professional personnel begins by delineating the characteristics and expectations of professionals, and then explains how they are socialized into their roles, the reasons why they should be supervised, the blocks and hindrances to supervision and evaluation, and how the blocks may be removed. The paper outlines the components of supervision and evaluation, the results approach, the post-appraisal conference, and the supervisory styles and behaviors used in helping personnel with professional growth. The ``personal and institutional growth'' style of supervision and evaluation is emphasized. According to proponents of this style, after job content and objectives have been established, the supervisor's chief duties include (1) helping professionals make the widest use of their talents and ideas; (2) encouraging professionals to question accepted practices and routines; (3) helping identify organizational goals and clients' needs; (4) helping professionals understand the clients' environment; and (5) clarifying and sharpening the professionals' thinking about problems. (Author/JM)

Zettel, Jeffery
The Impact of P.L. 94-142 Upon General Educational Administrators.
University Council for Educational Administration, Columbus, Ohio.
Pub Date-79
Note-5p.
Journal Cit-UCEA Review; v20 n3 p20-23 Sum 1979
Pub Type- Opinion Papers (120) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Responsibility, *Administrator Role, Educational Administration, *Handicapped Students, Individualized Programs, Mainstreaming, *Special Education, Student Evaluation, Student Placement, Student Testing
Identifiers-*Education for All Handicapped Children Act

P.L. 94-142 carries with it considerable potential for both special and general education. The law, however, is currently surrounded by many myths. It does not, for instance, apply to all handicapped children, but only to those who require special education because of their disability. It does not eliminate all special education classes or require that all students be mainstreamed into regular classes. It only requires that a child be placed in the least restrictive educational environment commensurate with his or her needs. While many children can be easily integrated into regular classrooms, many others will continue in special classes. Partly in response to the Hoffman case in which a boy was misassigned to classes for the retarded for the entire course of his schooling, the law requires careful and nondiscriminatory testing and placement procedures. Educational administrators will have to assume a new leadership role in educational placement and evaluation. They will also have to make sure all personnel are aware of and trained to carry out individualized education programs. Once the concept of relating the educational needs of individuals to the offerings of the bureaucratic agencies serving them is accepted, the basic definition of all education may be dramatically changed. (Author/JM)

Kakalik, James S.
Issues in the Cost and Finance of Special Education.
Rand Corp., Santa Monica, Calif.
Report No.-Rand-P-6217
Pub Date-Sep 78
Note-54p.
Available from-Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($5.00)
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cost Effectiveness, *Costs, *Definitions, Financial Policy, *Handicapped Children, *Incidence, Mentally Handicapped, Physically Handicapped, Program Budgeting, *Resource Allocations, Student Costs

The paper reviews issues related to the financing of special education for physically and mentally handicapped children. Considered are the following issues said to be unresolved despite improvements in special education and increases in funding: definition and prevalence of handicapped children and the nature of their service needs; service delivery arrangements; and cost, finance, and resource allocation. Implications of broad and narrow definitions of handicapped children are considered, and difficulties with prevalence and incidence figures are discussed. Problems of special education cost analysis are seen to include treatment of joint resources and joint causes and of fixed costs, and the lack of readily available and comparable data. Research on special education finance is reviewed, and funding formulas are examined. (CL)

ED 175 212 EC 120 165

Hasazi, Susan E. And Others
Mainstreaming: Merging Regular and Special Education.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date-79
Note-48p.
Available from-Phi Delta Kappa Educational Foundation, 8th Street and Union Avenue, Bloomington, Indiana 47401 ($0.75)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Change Agents, Elementary Secondary Education, *Handicapped Children, Individualized Programs, *Legislation, *Mainstreaming, Parent Teacher Cooperation, *Teacher Role
Identifiers-*Education for All Handicapped Children Act

The booklet on mainstreaming looks at the merging of special and regular education as a process rather than as an end. Chapters address the following topics (sample subtopics in parentheses): what is mainstreaming; pros and cons of mainstreaming; forces influencing change in special education (educators, parents and advocacy groups, the courts, federal policy and legislation); the intent of P.L. 94-142, the Education for All Handicapped Children Act (state requirements, local education agency requirements, zero reject model of education, individualized educational program, least restrictive environment, nondiscriminatory testing, and due process safeguards); roles and responsibilities of regular and special educators parent-teacher partnership (professional mishandling of parents and parents' mishandling of professionals); implications for the future (research); and gaining community support. (SBH)

ED 175 254 FL 010 471

Tyler, V. Lynn Taylor, James S.

Reading Between the Lines: Language Indicators Project. Interim Research Summary.

Eyring Research Inst., Provo, Utah.
Pub Date-31 May 78
Note-426p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC18 Plus Postage.

Descriptors-Annotated Bibliographies, Business Communication, Communication (Thought Transfer), Communication Problems, *Communication Skills, Cross Cultural Studies, *Cross Cultural Training, Cultural Awareness, Cultural Factors, Foreign Countries, Foreign Culture, International Relations, International Studies, *Japanese, *Persian, *Second Language Learning, *Spanish, Thesauri

Identifiers-*Iran, Japan, Mexico

This progress report describes the on-going development of a system to help Americans, especially those who have dealings abroad, to interpret accurately the meaning of messages originating in cultures other than their own. The history, rationale, and methodology of the project are described in detail. Profiles of cultural concepts are provided for Iran, Japan, and Mexico. Each of these profiles includes a culturally comparative discussion of social customs (based on hypothetical situations and cases), an explanation of political terms as they are understood by the target culture, a bilingual thesaurus that includes a discussion of the different connotations of each American term and its foreign equivalent, and an annotated bibliography. The report concludes with an extensive list of resources for message processors, including an annotated bibliography. (JB)

ED 175 275 FL 010 572

Walters, Joel

Language Variation, Politeness and Bilingual Children.

Pub Date-9 Apr 79

Note-20p.; Paper presented at the American Educational Research Association Symposium on New Perspectives on Research with Linguistically and Culturally Different Children (April 9, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingualism, Bilingual Students, Code Switching (Language), Cultural Factors, Discourse Analysis, Elementary School Students, *English (Second Language), Junior High School Students, Language Research, Language Styles, *Language Usage, *Language Variation, Native Speakers, Pretend Play, Puerto Ricans, *Second Language Learning, Spanish Speaking

Identifiers-Armenians, *Politeness, *Request Strategies

Three similar experiments were conducted to assess language variation and politeness in the speech of English monolingual and Spanish-English bilingual children, and in Armenian children learning English as a second language. Each experiment elicited request strategies from the children with the use of puppets in a structured conversation. While the overall trend of the studies showed greater variation ability among native speakers than among second language learners, the difference was statistically significant only between the performance in Spanish and English of native Spanish speakers. Armenians were found to exhibit a significantly lower degree of politeness than other subjects, possibly because of cultural factors. When Spanish-speaking subjects were divided into balanced and non-balanced bilinguals, the balanced group was found to exhibit greater variation and politeness than the non-balanced group. Possible interpretations of these findings are discussed, and a brief bibliography is appended. (JB)

ED 174 745 CE 016 466

Sandell, Steven H.

Is the Unemployment Rate of Women Too Low? A Direct Test of the Economic Theory of Job Search.

Ohio State Univ., Columbus. Center for Human Resource Research.
Pub Date-May 78
Note-29p.
Available from-Center for Human Resource Research, 5701 North High Street, Worthington, Ohio 43085 ($0.80)
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Black Employment, Economic Factors, Employment Opportunities, Employment Problems, Females, Job Market, *Job Search Methods, *Marriage, Salaries, *Tenure, Time, *Unemployed, *Wages, *Working Women
Identifiers-National Longitudinal Survey, United States

To test the economic theory of job search and the rationality of job search behavior by unemployed married women, the importance of reservation wages (or wages requested for employment) was studied for its effect on the duration of unemployment and its relationship to the subsequent rate of pay upon reemployment. Models were established to explain these two interactions, and were supported by analysis of data from the National Longitudinal Survey of women aged 35 to 49 in 1972 who met the study criteria of being married, unemployed but with recent work experience, and then reemployed. It was concluded that (1) women with higher reservation wages experience a longer period of unemployment but are rewarded with higher paying jobs; (2) women who lost their jobs are unemployed longer than those who left their jobs voluntarily; (3) racial differences do not influence the length of unemployment when adjustment is made for the asking and offered wages for black women; (4) the duration of unemployment of married women is affected by overall economic conditions and the local labor market; and (5) married women would benefit from investing more time in job search by receiving higher wages. Married women appeared to reenter employment so quickly because of their aversion to risk, their experience of financial-capital constraints which preclude extended job search, and their expectation of short tenure at their new jobs. (ELG)

ED 174 801 CE 022 348

Teenage Consumers: A Profile. Results of the 1978 National Assessment of Consumer Skills and Attitudes.

Education Commission of the States, Denver, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-ECS-R-09-CN-01
Pub Date-Jun 79
Contract-OEC-0-74-0506
Note-78p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Banking, Budgeting, *Consumer Economics, Consumer Protection, Credit (Finance), Demography, Economics, *Educational Assessment, Energy Conservation, Insurance Programs, Investment, Money Management, *National Surveys, *Skills, Student Attitudes, *Surveys, Taxes, *Teenagers
Identifiers-*Seventeen Year Olds

This document reports some of the findings of a national assessment of seventeen-year-olds on consumer knowledge, skills, and attitudes. An introduction describes the development of the survey, the probability sample, the administration of the assessment, and the format for reporting the results. Chapter 1 of five chapters summarizes the responses on the topic of the informed citizen.'' (This topic involved questions about the national economic system, various protective and regulatory organizations and agencies, and the energy problem.) Chapter 2 summarizes the responses on the topic of the consumer as earner and investor.'' (This topic involved questions about credit, banking, budgeting, insurance, investments, and taxes.) Chapter 3 summarizes the responses on the topic of the consumer as purchaser.'' (This topic involved questions about advertising, decision making, shopping, contracts, and purchasing services and goods.) The data in chapters 1-3 are estimates of the percentages of individuals in the total sample group who could answer specific exercises correctly. Chapter 4 presents performance results for selected groups of students. These selected groups are defined by age, region of country, sex, race, size of community, level of parental education, grade level in school, modal grade by region, and modal grade by sex.) Finally, chapter 5 contains a summary of the views of six experts about the implications of the results of the consumer skills assessment. Some remarks by these individuals are dispersed throughout the report as they pertain to particular exercises. (BM)

ED 174 882 CG 013 670

Bartee, Edwin Kelly, Jacqueline

Balancing Acquisition With Delivery in Human Services Program Development.

Vanderbilt Univ., Nashville, Tenn. Owen Graduate School of Management. Center for Research on Human Service Systems.

Pub Date- 77

Note-38p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Community Involvement, *Delivery Systems, *Health Personnel, *Human Services, Methods, *Organizational Development, *Program Administration, Program Development, Service Workers

There is a lack of systematic methods for effective implementation of meaningful consumer and community participation, which is a major factor contributing to critical deficiencies and imbalances in the planning and implementation of human services programs. A constituency-based approach for the development of service acquisition systems is described and a case of its successful application is presented. Part I of the paper reviews the case for consumer/community participation and the problems associated with the concept in relation to health service delivery. The concept of a balanced service system which goes beyond past attempts at developing consumer/community involvement is then presented. Part II describes the constituency-based approach and offers a brief case study of an actual application to the development of a management training acquisision network. It defines characteristics of a service acquisitions system and develops a conceptual model. (Author/BEF)

ED 174 929 CG 013 730

Filsinger, Erik E.

Psychological Differentiation and the Socioeconomic and Demographic Backgrounds of a Diverse Group of College Students.

Pub Date-5 Apr 79

Note-32p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979); Table 2 of marginal reproducibility

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Biological Influences, *Demography, *Environmental Influences, *Family Background, Personality Development, *Psychological Characteristics, Self Actualization, Social Environment, *Socioeconomic Background, Young Adults

The effects of a family's socioeconomic status on psychological differentiation were tested separately, using the Hidden Figures Test, the Hidden Pattern Test, and the Modified This I Believe Test performance of 53 male and 87 female white undergraduates who were widely distributed on socioeconomic status and background demographic characteristics. Contrary to the social class hypothesis, father's socioeconomic status was not related to any of the psychological measures. Instead, the socioeconomic status of the respondent's best friend, the size of the home community (inversely), and being of Northern European ethnic heritage showed more consistent prediction across the three analyses. Social class per se is probably less important for psychological development than are biological endowment and particular environmental interactions of the respondent. The importance of the social status of the respondent's best friend suggests that differentiated individuals tend to self-select complex environments in which to act more often than social-class-related multifaceted environments tend to produce differentiated individuals. (Author)

ED 174 950 CS 004 934

Pearson, P. David And Others

The Function of Metaphor in Children's Recall of Expository Passages. Technical Report No. 131.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Contract-400-76-0116
Note-41p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comprehension Development, Content Reading, Elementary Education, *Metaphors, *Reading Comprehension, *Reading Research, Reading Skills, *Recall (Psychological), Relevance (Information Retrieval)
Identifiers-*Center for the Study of Reading (Illinois)

A series of three experiments with suburban elementary students tested the facilitative effect of metaphors on children's ability to understand and remember what they read. In the first study, sixth grade students read two unfamiliar passages and were able to recall metaphoric structures better than literal paraphrases of the same information. In the second study, third grade subjects read a more familiar passage and exhibited no difference in recalling metaphors and literal descriptions. In the third study, in which third and sixth grade students read familiar and unfamiliar metaphors and literal material, there was a significant passage familiarity by version (metaphor or literal) interaction. Conclusions drawn from the three studies were that (1) children's recall of metaphor is always as good as and often better than their recall of comparable literal paraphrases; (2) when passage material is familiar, metaphors are no more salient than their literal counterparts; (3) whatever metaphor effects exist appear limited to their surface structure boundaries. The possibility exists that metaphors are better recalled than literal passages not because they elicit greater comprehension, but because they are more vivid and novel and, therefore, more memorable. (AEA)

Witte, Pauline L. And Others

Reading Instructions in Postelementary Schools: Review and Comment. Technical Report No. 518.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 79

Grant-OB-NIE-G-78-0217

Note-75p.

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Content Reading, Educational Research, *Instructional Improvement, Program Improvement, *Reading Achievement, *Reading Improvement, *Reading Instruction, Reading Programs, *Reading Research, Secondary Education

The findings of a comprehensive review of the literature concerning reading instruction at the postelementary level are presented in this report. The report first summarizes literature dealing with the perceived decline in reading achievement. Next, it reviews current instructional programs and suggestions for their improvement that have been made by reading and content area educators, and finally, it presents recommendations for the improvement of reading instruction at the postelementary level. (Author/FL)

ED 175 015 CS 205 052

Gantz, Walter Kowalewski, Paul

Religious Broadcasting as an Alternative to TV: An Initial Assessment of Potential Utilization of the Christian Broadcasting Network Alternative.

Pub Date-Aug 79
Note-32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Christianity, Mass Media, *Programing (Broadcast), Public Opinion, *Religion, Television, *Television Research, *Television Surveys, *Television Viewing

Telephone interviews were conducted with 308 adults in a large eastern metropolitan area as part of a study to discover levels of satisfaction with present television programing; awareness of and exposure to religious broadcasts; motivations for exposure to "The 700 Club," a nationally syndicated religious program; and potential utilization of Christian Broadcasting Network (CBN) alternatives to traditional television fare. It was found that there was marked dissatisfaction with present television fare among a sizable segment of the sample, that more respondents were aware of religious broadcasting than watched it, that seeking spiritual guidance was the most important factor influencing exposure to "The 700 Club," and that the greatest interest in alternative programing was for prime time and early evening news. However, no strong and systematic relationship existed between satisfaction with present programing and interest in the CBN alternative although people who felt there was too much sex and violence or felt there should be more censorship of present television programs were more likely to express interest in and view CBN alternatives. (TJ)

ED 175 037 CS 205 088

Richstad, Jim Nnaemeka, Tony

News From Nowhere: Sources of International News in the Pacific Islands.

Pub Date-Aug 79

Note-33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Area Studies, Content Analysis, Developing Nations, Foreign Countries, *Imperialism, Information Dissemination, *Information Sources, International Relations, Journalism, Mass Media, *Media Research, *Newspapers, *News Reporting, Political Influences

Identifiers-*Galtung (Johan), *Pacific Islands

A study was undertaken to examine the sources of international news in the Pacific Island press in the light of J. Galtung's structural theory of imperialism and to explore the relationship between the remoteness and isolation of the Pacific press and its sources of news. The Galtungian concepts of center-periphery and dominance-dependency were related to sources and conditions of remoteness. A content analysis of 32 newspapers was conducted 20 from the Pacific Islands and 12 from the Pacific Rim countries of North America and Asia. Eleven coding categories were used and the space of each item was measured, a headline/summary was recorded, and advertising and ``newshole'' were measured. In all, 4,710 international news items were coded from 162 issues of the newspapers. The resulting data were consistent with the Galtungian construct that the flow of news will be from the center to the periphery and that the center countries, particularly those with historical colonial ties, will predominate as sources in the periphery press. An additional finding was the general lack of ``cross bloc'' use of sources the ``British/Australian Pacific'' used British sources, the ``American Pacific'' used United States sources, and the French areas depended on French sources. (FL)

Honey, Rex Kohler, James A.
Distance Effects of School District Reorganization. Final Project Report No. 16.
Iowa Univ., Iowa City. Inst of Urban and Regional Research.
Pub Date-Mar 78
Note-57p.; Some graphs and maps may not reproduce clearly
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Charts, *Distance, Elementary Secondary Education, Enrollment, *School Redistricting, Students, *Travel
Identifiers-*Iowa

The combination of the costs of providing services in sparsely populated areas and the equal opportunity benefits of comprehensive schools generates problems in terms of school district organization. The research reported here examines the relationship between increasing school district enrollment and increasing the distance children have to travel to school. Using a location-allocation methodology, the researchers examined four enrollment levels to find out how much distance would have to increase if reorganization were to occur at any of the target figures (namely, 1,000, 750, 600, and 400 pupils per school district). The results of the study showed that the average distance increase for children would be minimal, simply because most children would not be affected. However, among reassigned children the impact would be significant, averaging more than 10 miles for most alternatives. If reorganization were to occur, the study recommends, small marginal increases in distance would result from setting enrollment minima at 1,000 or 750 pupils rather than 600 or 400. More attractive than a single enrollment standard, however, would be a combination of enrollment and distance standards. (Author/LD)

Blaschke, Charles L.

Case Study of the Implementation of P.L. 94-142. State B. Final Report.

Education Turnkey Systems, Inc., Washington, D.C.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-16 May 79
Note-130p.; For related information, see EC 121 569-572
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Compliance (Legal), Due Process, *Educational Administration, Elementary Secondary Education, Exceptional Child Research, *Federal Legislation, *Handicapped Children, Identification, Individualized Programs, Parent Participation, Research Methodology, *State Programs, Student Evaluation, Student Placement
Identifiers-*Education for All Handicapped Children Act

The document reports findings on implementation of P.L. 94-142 (the Education for All Handicapped Children Act) in three local education agencies (LEAs) in State B, one of three states studied. An initial section discusses the conceptual model which was used to generate hypotheses, organize data, and analyze findings as LEAs implemented the major provisions of P.L. 94-142. In a second section, a brief description of the general state context in which the implementation process occurred at the LEA level is provided. Identified are major contextual and other variables which indicated the nature and extent of the state education agency influence over the LEAs. Finally, individual case studies of the three LEAs are presented. Considered for each LEA are the overall context in which the process is implemented, the specific activities and procedures used by the LEA to implement the major provisions, and the consequences and coping strategies which were observed over the 2 school years. Findings are reported in the following areas: childfind, assessment, placement/least restrictive environment, individualized education program, and due process/parent participation. (SBH)

ED 174 763 CE 021 742

350 Ways Colleges are Serving Adult Learners.

College Entrance Examination Board, New York, N.Y. Future Directions for a Learning Society.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-79
Note-48p.
Available from-The College Board, Publications Order Office, Box 2815, Princeton, New Jersey 08541 ($2.00; 20% discount for five or more copies)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Admission Criteria, Adult Counseling, *Adult Education, Adult Programs, *Adult Students, Catalogs, Colleges, *Educational Practice, Faculty Recruitment, Financial Support, *Higher Education, Marketing, Media Selection, Needs Assessment, Personnel Needs, *Program Development, Program Evaluation, Program Improvement, Student Financial Aid, Universities

Designed for colleges and universities desiring to serve adult students, this booklet presents new practices that have been effective on campuses throughout the U.S. Listed are 350 practices reported in a telephone survey of approximately fifty representive institutions. The first of nine sections lists practices for assessing needs. Section 2, developing better programs and courses, presents practices for repackaged programs, novel courses and programs, and new learning formats. Faculty recruitment, training, and incentive practices are given in the third section. The fourth section on marketing programs presents practices in the areas of mailings, media selection, catalogs and descriptive booklets, and visual displays. Practices for revising admissions policies and registration innovations are listed in section 5. Section 6, providing support services and financial aid for students, suggests practices for increasing available funds and publicizing sources, lowering fees, counseling, and special services for adults. The seventh section on finding additional sources of funds for adult education is divided into sections on public funds, private funds, wise budgeting, and selling expertise and products. The final two sections list practices for strengthening institutional support for adult learning and evaluating programs and practices. (LRA)

ED 174 840 CE 022 479

Auto Body Repair Student Material. Competency Based Education Curriculum.

Radio Corp. of America, Palo Alto, Calif. Education Systems.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date-Feb 79

Note-186p.; For a related document see CE 022 478

Pub Type- Guides - Classroom - Learner (051) - Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

7 Descriptors-*Auto Body Repairmen, Criterion Referenced Tests, *Job Skills, Learning Activities, Occupational Information, Painting, *Performance Based Education, Postsecondary Education, *Trade and Industrial Education

Identifiers-West Virginia

This student manual is part of the competency based education curriculum for students training in auto body repair. The manual contains learning modules in eight areas; (1) occupational information, (2) trim and accessories, (3) glass, (4) painting and refinishing, (5) metal work, (6) body alignment, (7) frame work, and (8) estimating. Within each module students are provided competency sheets (sixty-three job competencies in all) which contain a competency statement, performance objective, a list of learning activities with references, and a criterion evaluation. (LRA)

ED 174 906 CG 013 697

Kacerguis, Mary Ann Adams, Gerald R.

Erikson Stage Resolution: The Relationship Between Identity and Intimacy.

Pub Date- 76

Note-19p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October, 19-22, 1978); Not available in hard copy due to marginal legibility

Available from-Utah State University, Department of Family and Human Development, Logan, UT 84322

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Students, *Developmental Stages, Identification (Psychological), *Interpersonal Competence, *Interpersonal Relationship, *Psychological Characteristics, *Self Concept, *Sex Differences, Student Development

Identifiers-*Intimacy

The relationship between ego and intimacy statuses was identified for 88 college students, 44 men and 44 women, and subsequently related to each other and to measures of intimacy, loving and liking. Results indicated that: (1) more advanced stages of identity development were associated with higher levels of intimacy formation; and (2) for both males and females, occupational identity development was the primary predictive factor in the identity/intimacy stage resolution relationship. (Author)

ED 174 995 CS 205 013

Lee, James O.

The Language Attitudes of Secondary School English Department Chairpersons and Staff Members in Relation to Those of Practicing Linguists.

Pub Date- 76

Note-30p.; Research prepared at the University of Pennsylvania

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Attitudes, *Attitude Tests, *Educational Research, *Language Attitudes, *Linguistics, Questionnaires, Secondary Education, *Teacher Attitudes, Test Construction

Approximately 600 linguists, secondary School English department chairpersons, and their staff members participated in a study of whether active members of the National Council of Teachers of English (NCTE) who were in leadership positions in their schools possessed language attitudes that were linguistically informed. The subjects responded to a questionnaire that was designed to measure the extent to which teacher attitudes revealed an acceptance of K.M. Hess's nine linguistic principles: that language is symbolic and arbitrary; highly personal and social; crucial to people's humanity; dynamic; learned, noninstinctive behavior; oral; used for a variety of purposes; systematic; and conventional. Results indicated that NCTE members who are in leadership positions at the local level as English department chairpersons demonstrated only mild endorsement of modern linguistics and that their attitudes differed significantly from those of linguists for every one of the factors established by the study. However, significant differences that existed between their attitudes and those of their staff members suggest that efforts of NCTE to promote modern linguistics as it relates to the classroom have been somewhat successful. (The questionnaire developed for the survey is appended.) (AEA)

ED 175 082 EA 011 775

Popper, Samuel H. And Others
Theoretical Foundations for Design and Management of Human Service Organizations.
Haifa Univ., Mount Carmel (Israel). Center for Educational Administration.
Pub Date-78
Note-31p.; Not available in paper copy due to light print of original document
Journal Cit-Studies in Educational Administration and Organization; n7-8 p65-74 Sum 1978
Pub Type- Journal Articles (080) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Communication (Thought Transfer), Decision Making, Hospitals, *Human Services, *Management, Models, Organization, Organizational Theories, *Organizations (Groups), Power Structure, Public Schools, Research Needs, Technology

This paper outlines a paradigm for relating research and theory in the study of organizations and organizational behavior. The paradigm is directly related to problems in the design and management of human service organizations, and it directs the scholarship of the field to the structure and control of agencies such as schools and hospitals. By centering attention on the use of information for control purposes, and on the decision-making behavior necessary to attain organization goals, the paradigm enables researchers and practitioners to assess principles of organization of potential value in design and management activities. An attempt is made to trace the objective impact of technology and organization structure on goal attainment and management control. Although this paradigm is quite general and the review of relevant contributions necessarily brief, it is possible to identify certain research priorities of immediate concern and to suggest methodological directions of potential value to those who design and control human service organizations. (Author)

ED 175 191 EC 120 055

Milman, Doris H.

Minimal Brain Dysfunction in Childhood: II. Late Outcome in Relation to Initial Presentation. III. Predictive Factors in Relation to Late Outcome.

State Univ. of New York, Brooklyn. Downstate Medical Center.
Pub Date-78
Note-38p.; (Part II was presented at the American Pediatric Society, April, 1978; Part III was presented at the New York Pediatric Society, March, 1978)
Available from-Department of Pediatrics, Box 49, Downstate Medical Center, 450 Clarkson Avenue, Brooklyn, New York 11203
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Problems, *Clinical Diagnosis, Exceptional Child Research, Followup Studies, Identification, Individual Characteristics, Learning Disabilities, *Minimally Brain Injured, *Predictive Measurement

Two studies explore the late outcome of minimal brain dysfunction in 73 patients in relation to their initial presentation and predictive factors. Both studies followed the patients for a period of 10 to 20 years. Findings from the first study of initial presentation in relation to adult outcome showed that there was a strong positive correlation between the childhood symptom of social problems and adult inadequate personality, between childhood anti-social behavior and adult personality disorder of the anti-social, passive-aggressive, and impulsive types. Negative correlations were found between childhood hyperactivity and school problem, and a normal psychiatric outcome. In study 2, by a variety of objective and subjective measurements, 20% were judged to have a satisfactory and 80% an unsatisfactory outcome. Findings showed that initail presentation was significantly correlated with a poor outcome in the following respects: multiplicity of behavioral symptoms, multiplicity of neuro-psychological soft signs, low average or borderline intelligence, learning disabilities (especially math and spelling), and special class placement. Initial diagnosis of clearcut organic brain syndrome also carried a poor prognosis, as did schizoid traits in childhood. Treatment, including psychotherapy, medication, remedial tutoring, and special schooling, did not have a differential effect on outcome. (Author/PHR)

McGaughey, Leon Y.

Development and Implementation of the Post-Vietnam Era Veterans' Educational Assistance Act of 1977.

Pub Date-19 Apr 78
Note-101p.; Practicum submitted to Nova University; Appendices removed due to marginal legibility
Pub Type- Dissertations/Theses (040) - Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Access to Education, *Armed Forces, Career Awareness, Doctoral Theses, Educational Policy, Employment Patterns, Employment Practices, Federal Legislation, Fringe Benefits, Higher Education, *Information Dissemination, *Military Personnel, Military Service, Personnel Policy, Program Descriptions, Program Design, Program Evaluation, Recruitment, *Veterans Education
Identifiers-*GI Bill, Public Law 94 502, *Veterans Educational Assistance Program

In terminating the GI Bill, Congress provided an alternative benefit to military personnel by passing Public Law 94-502, the Post-Vietnam Era Veterans' Educational Assistance Act of 1977 (VEAP). The purpose of VEAP was to provide educational assistance to men and women entering the armed services after termination of the GI Bill, to assist young men and women in obtaining an education they might not otherwise be able to afford, and to promote and assist the all-volunteer military program by attracting qualified men and women to serve in the armed forces. The purposes of the practicum reported here were to: (1) implement VEAP by January 1, 1977 as required; (2) provide a design by which all prospective enlistees would be informed of VEAP; (3) have a 10 percent participation rate; (4) establish an evaluation procedure for the program; and (5) counsel all soldiers on VEAP and other educational opportunities within 30 days after their arrival at their first duty station, 10 months after entry into the Army and annually thereafter, and 30 days before separation from the Army. In addition to the project report, extensive background information is provided and background documents are appended. (MSE)

ED 174 821 CE 022 42

A Guide to Educational Equity in Vocational Programs.
Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-78-0024
Note-34p.; Not available in hard copy due to small print
Available from-East Central Curriculum Management Center, Illinois Office of Education, 100 North First Street, E-426, Springfield, Illinois 62777 (Free while supply lasts)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Counselors, *Curriculum Evaluation, Elementary Education, Enrollment, Guidelines, *Instructional Materials, Secondary Education, Self Evaluation, *Sex Discrimination, Sex Fairness, *Sex Stereotypes, Trend Analysis, *Vocational Education, Vocational Education Teachers, Working Women

Designed for vocational teachers and administrators, this compilation of materials from various resources provides information, tips, and guidelines for evaluating instructional materials for sex bias and stereotypes, gives suggestions on using biased materials in a non-biased way, and presents guidelines for sex-equity in the classroom. Following an introduction, the first of nine additional sections lists guidelines for evaluating materials in language arts, social studies, mathematics, home economics/industrial arts, fine arts, sex education, natural and physical sciences, and picture books. Section three contains a list of twenty-six questions designed to assist in the development of non-biased curriculum material. The fourth section provides guidelines for using biased materials in a non-biased way. Section 5 presents a twenty-five item teacher self-evaluation questionnaire designed to increase awareness of stereotypes. The sixth section lists nine suggestions on what to do about sexism in elementary classrooms. Suggested guidelines for counselors to use in overcoming sex bias are given in section 7. Section 8 summarizes enrollments in vocational programs (by vocational area and by sex) in the United States, Delaware, Illinois, and West Virginia. The ninth section provides a list of fourteen myths about working women. The final section is an annotated list of sixty-sex equity references. (LRA)

ED 174 860 CE 022 621

World Foods Regional and American Foods. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

Pub Date- 79

Note-73p.

Available from-Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Building, Columbia, Missouri 65211 ($4.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Culture, *Answer Keys, Cooking Instruction, *Eating Habits, *Foods Instruction, *Geographic Regions, Home Economics, *Tests, Worksheets

Identifiers-*United States

Three units of study on the American cuisine and regional American foods are provided in this teaching guide designed for use in home economics and world food classes. The first unit focuses on the historical development of the American cuisine and some of its distinguishing features. The second and third units focus on the eastern and western parts of the country, respectively. Each unit generally includes a list of objectives, suggested teacher activities, information sheets, assignment sheet(s) with answer key(s), job sheet(s), transparency masters, and a unit test with answer key. (JH)

ED 175 016 CS 205 054

Donlan, Dan

Project English (1961-1968): Conception Birth Life Death and Who Cared?

Pub Date- 78

Note-28p.; Report prepared at the University of California, Riverside

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Development, *Curriculum Study Centers, Demonstration Centers, *Educational History, Educational Research, Elementary Secondary Education, *English Curriculum, English Instruction, Federal Programs, Higher Education, Inductive Methods, *Research Projects, Spiral Curriculum, *Teacher Education

Identifiers-*Project English

Project English a federally-funded research and development project in English education existed from 1961 to 1968. Conceived in a frantic era of educational reform, Project English was designed to focus on research. Following an initial planning conference, the first curriculum study centers were funded, and areas of research were suggested. Among the types of activities funded by the project were study centers to develop and field-test sequential curricula, demonstration centers, centers for teacher preparation, and small contract research projects. The materials prepared at the four most productive study centers (at Carnegie-Mellon, Hunter College, and the Universities of Nebraska and Oregon) attempted to define English, to deal with extended sequences of instruction, and to model inductive teaching. The death of Project English was due to attacks from within the profession, the lack of credibility of the educational system in the late 1960s, and the fact that its efforts were largely unknown to English teachers. However, Project English was of value not only to its participants, but to classroom teachers and students of curriculum and educational history. Not only did it make available innovative methods and materials, but its existence posed basic questions about the nature of knowledge and learning. (GT)

ED 175 104 EA 012 010

Speeter, Greg

Power: A Repossesion Manual: Organizing Strategies for Citizens.

Massachusetts Univ., Amherst.; Massachusetts Univ., Amherst. Cooperative Extension Service.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date-78
Note-127p.; For related documents, see EA 012 011-017 ; Document prepared through the Citizen Involvement Training Project
Available from-Citizen Involvement Training Project, 138 Hasbrouck, University of Massachusetts, Amherst, Massachusetts 01003 ($5.00, subject to change, plus postage; quantity discounts)
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Change Strategies, *Citizen Participation, Community Organizations, *Group Structure, *Organizational Development, *Social Action, *Social Problems

The purpose of this manual is to encourage the growth of community organization and to make the process of mobilizing a community and the skills involved known to those who participate in the organizing process. It offers practical suggestions on understanding the organizing process, diagnosing, and improving it. The manual is written with the assumption that group members, not group leaders, should own the organization (its actions, programs, and decisions). Chapters are written chronologically, from the first step in the organizing process through the last. Each chapter is then divided into a series of substeps that usually are required to accomplish a step. All exercises in the manual appear on single pages so they can be duplicated easily. (Author)

ED 175 126 EA 012 035

Jelinek, James John, Ed.

Education in Flux Implications for Curriculum Development. Presentations Made at the Twenty-Ninth Annual Meeting of the Professors of Curriculum (Detroit, Michigan, March 2-3, 1979).

Professors of Curriculum, Tempe, Ariz.

Pub Date-79

Note-144p.

Available from-Professors of Curriculum, Editor, College of Education, Arizona State University, Tempe, Arizona, 85281 ($15.00; 10% discount for orders of 10 or more)

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Academically Gifted, Adult Development, Alternative Schools, Basic Skills, Capitalism, *College Curriculum, *Continuous Learning, Curriculum, *Curriculum Development, Economics, Educational Change, Educational Trends, Elementary Secondary Education, Ethnic Studies, General Education, Higher Education, Humanism, *Humanistic Education, Minimum Competency Testing, Multicultural Education, *Self Concept, Teaching

Identifiers-Washington (Seattle)

This collection of conference presentations includes The Curriculum Field A View'' by Alice Miel, The State of the Curriculum: Frills, Fads, and Alternatives'' by Robert S. Zais, Lifelong Learning: Significance for Curriculum Development'' by Norman V. Overly, Education of the Gifted and Talented: A Look Around and a Look Ahead'' by A. Harry Passow, Self Awareness and Teaching'' by Alex Molnar, Multicultural Curriculum for Public Education: An Economic Analysis'' by Frederick A. Rodgers, Toward a Humane Curriculum'' by Arthur W. Foshay, A Perspective on Structure in the Undergraduate Curriculum in Colleges and Universities'' by Victor B. Lawhead, and The Realities of Alternative Schools Seattle, a Case in Point'' by David Turney. Reactions to two of the speeches are provided by Francis P. Hunkins, Virginia M. Macagnoni, and Steven Selden. (JM)

ED 175 148 EA 012 058

McCarthy, Martha M. Kuh, George D.
A Profile of Doctoral Students in Educational Administration.
University Council for Educational Administration, Columbus, Ohio.
Pub Date-79
Note-5p.
Journal Cit-UCEA Review; v20 n3 p27-30 Sum 1979
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Doctoral Programs, *Educational Administration, Females, *Graduate Students, Higher Education, *Program Evaluation, *Student Characteristics

This paper summarizes the findings of a national survey of educational administration doctoral students. The purpose of the study was (1) to compile demographic data on currently enrolled students and (2) to determine students' research orientation in relation to selected demographic variables. The study was based on the assumption that information about students is necessary to determine whether graduate programs are providing a personally challenging and a professionally useful educational experience. Questionnaires were sent to 1,899 students at 62 colleges and universities. Results indicated it is imperative that preparation programs in educational administration provide opportunities for students to become involved in inquiry activities in addition to required research-related courses. Faculty should inform students about saturated job areas and begin to redesign curricula for emerging areas like research and evaluation and long-range planning. In addition, the paper notes, faculty should remain responsive to changes in the characteristics of students, especially the increase in female doctoral candidates. (Author/LD)

ED 175 170 EC 115 060

Hoeltke, Gary M. Toker, Mary Lou

Recognize, Respond, and Reinforce: Pilot Models for Mainstreaming Secondary Students Who Are Mild to Moderate Behaviorally Disordered: Technical Papers.

Selection Research, Inc., Lincoln, Neb.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-93p.; Print is marginal and may not reproduce well in hard copy ; Prepared in cooperation with Educational Service Unit 10, Kearney, Neb.
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Demonstration Projects, *Diagnostic Teaching, *Emotionally Disturbed, Exceptional Child Research, *Identification, Intervention, *Mainstreaming, *Program Effectiveness, Referral, Secondary Education

The document contains technical papers on the Pilot Models for Mainstreaming Students with Behavior Disorders project which served 124 secondary students. The first paper presents the results of a factor analysis of the Student Referral Form used in the project which revealed six basic factors (socialization, anxiety, authority, activity level, negative acting out, and reaction to school); while additional analysis data of the identified factors of the referral form are reported in a second paper. Subsequent papers address the following project components: comparisons of referred and nonreferred students on the Student Referral Form, consistency of teacher rating of secondary students' behavior, development of a screening system for identifying mild to moderate behavioral problems in secondary students, procedures for diagnostic testing, design of a parent involvement system, prescriptive instruction as the basic instructional strategy, and project exit procedures. Also provided are an abstract of student based results, 1974-75; an abstract of student based results, 1975-76; and validation data. It is concluded that students with behavioral problems can be helped through a resource room, mainstreaming based program; that improvement in socialization should help the student by creating a better learning environment; and that improvement in relation to authority and negative acting out should have the same effect as above and, in addition, improvement in these two areas should have direct effect on the student's relations with teachers. (SBH)

ED 175 213 EC 120 167

Metzl, Marilyn Newman

Teaching Parents a Strategy for Enhancing Infant Development.

Menorah Medical Center, Kansas City, Mo.
Spons Agency-Missouri State Dept. of Health, Jefferson City.
Pub Date-Apr 79
Note-22p.; Paper presented in part at the International Congress for the Study of Child Language (1st, Tokyo, Japan, August, 1978); Paper presented in full at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Environmental Influences, *Family Environment, Fathers, Home Programs, Individual Development, Infancy, *Infant Behavior, *Language Development, Mothers, *Parent Child Relationship, Parent Education, *Preschool Education, *Stimulation

A study was undertaken on the effects of a specific parent administered infant language stimulation program, beginning at birth, on the longitudinal development of 60 normal first born infants. All infants and their environments were tested in their homes at 6 weeks and at 6 months utilizing the Bayley Scales of Infant Development and the HOME Inventory. The Ss were divided into three groups (control, mothers receiving the program, and both mothers and fathers receiving the program). All groups showed an increase in the Bayley Mental Standard Scores, with infants whose parents both received training exhibiting the greatest gain over time. HOME scores, which measured the adequacy of the home environment, showed a training effect improvement, but the two groups did not differ significantly from each other. It was concluded that the program may benefit all children, and that parents [illegible] first born children would benefit from preparation and assistance in helping their child achieve maximum potential. (Author/PHR)

Savard, Jean-Guy

L'Utilisation de l'ordinateur en lexicometrie (The Use of the Computer in Lexicometry). Series B-1.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-67

Note-18p.; Paper presented at "Journees d'etudes sur le vocabulaire des langues de specialites" (Saint-Cloud, France, November 23-30, 1967)

Language-French

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bilingualism, *Computational Linguistics, Computer Oriented Programs, *Computer Programs, Computer Science, Definitions, *Dictionaries, Information Processing, Language Research, *Languages for Special Purposes, Lexicography, *Lexicology, Research Methodology, Research Problems, Scientific Literacy, *Vocabulary

This report treats some of the technical difficulties encountered in lexicological studies that were undertaken in order to establish a basic vocabulary. Its purpose is to show that the computer can overcome some of these difficulties, and specifically that computer programming can serve to establish a vocabulary common to scientific and technical languages. The discussion of the advantages of computer programming centers on the following topics: (1) availability, including a description of the compilation and correction of data, indexing, and programming; and (2) general vocabulary that is scientifically oriented, including a description of the process of choosing and identifying words, and the choice and structure of dictionaries. (AMH)

ED 175 278 FL 010 573

Scollon, Ron Scollon, Suzanne B. K.
Literacy as Interethnic Communication: An Athabaskan Case. Working Papers in Sociolinguistics, No. 59.
Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Note-30p.
Available from-Southwest Educational Development Laboratory, 211 East 7th Street, Austin, Texas 78701
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Alaska Natives, Athapascan Languages, Cognitive Style, Contrastive Linguistics, *Cross Cultural Studies, *Cultural Differences, Cultural Factors, Culture Conflict, *Discourse Analysis, Ethnicity, *Ethnic Stereotypes, Language Skills, *Literacy, Second Language Learning, Socialization, Writing, *Written Language
Identifiers-*Athapaskan (Tribe), Kutchin (Tribe)

English essayist literacy shares many features with the discourse patterns of English speakers. Where these patterns are different from those of another ethnic group, literacy will be experienced as interethnic communication. Athabaskan discourse differs from that of English in (1) presentation of self (an Athabaskan is silent with new acquaintances); (2) dominance and display (in Athabaskan culture silence is submissive, talk dominant); (3) projection of self-image (Athabaskan courtesy prohibits speaking well of one's self); and (4) closing formulas (Athabaskan has none). These differences result in mutual ethnic stereotyping. To an Athabaskan, to acquire English essayist literacy is to become smug, boastful, talkative, and arrogant. It is suggested that non-Western forms of literacy may be useful in approaching the problem of Athabaskan literacy. For instance, the Kutchin Athabaskans once developed a native literacy on the model of some African peoples, by reading and memorizing scripture (an authoritatively presented text) and spontaneously adopting therefrom forms of writing for practical use. (JB)

ED 175 318 HE 011 585

von Zur-Muehlen, Max

Degrees Awarded by Canadian Universities by Level and Discipline, During the Sixties and Early Seventies. Part I.

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.

Pub Date-15 Apr 77
Note-91p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Agricultural Education, Bachelors Degrees, Biological Sciences, College Graduates, *College Majors, *Degrees (Titles), Doctoral Degrees, *Educational Trends, Engineering, Females, Fine Arts, *Foreign Countries, Health Occupations, *Higher Education, Masters Degrees, Mathematics, *National Surveys, Social Sciences, Teacher Education, Theological Education
Identifiers-*Canada

Data are provided on degrees awarded by Canadian universities by level (bachelor's and first professional, master's, and doctoral) and discipline (education, fine and applied arts, humanities and related, social science and related, agricultural and biological sciences, engineering and applied sciences, health professions and occupations, and mathematics and physical sciences). The number of bachelor's and first professional degrees has more than tripled between 1961-62 and 1972-73, with a gradual increase in graduates from the sciences and professional fields (from 53.6 percent in 1968-69 to 60.6 percent in 1973-74). Other findings show the number of theology graduates declined slightly, education graduates have risen, as have law graduates. Women accounted for 41.6 percent of all graduates in 1973-74. Master's degrees have more than quadrupled in the 14-year period. The largest growth was in the social sciences, with education and the social sciences accounting for 59.7 percent of all master's graduates in 1973-74. During the period a rise, then decline, was noted in engineering, agriculture and biological sciences, and mathematics. The most spectacular growth was in the number of doctoral degrees where most Ph.D's were in the field of mathematics and physical sciences, even though the field declined. Increases were noted for the social sciences and engineering. Over half the document consists of tables detailing the trends. (PHR)

ED 174 883 CG 013 671

Kenny, John B.
Pre-Retirement Planning Seminars at Ontario's Ministry of Education.
Ontario Dept. of Education, Toronto.
Pub Date-77
Note-11p.; Best copy available
Journal Cit-Canadian Training Methods; Jun, Aug, Oct, Dec 1977
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Gerontology, *Employer Employee Relationship, Employment Programs, Foreign Countries, *Older Adults, Planning, *Retirement, Seminars
Identifiers-Canada (Ontario), *Preretirement Planning

This series of four articles outlines a pre-retirement planning seminar which was designed and presented to the Ministry of Education in Toronto, Canada. The first article identifies the participants and reasons for attending. The second article was designed to make policy makers and personnel administrators aware of these planning needs and to expose them to further considerations. The next article identifies steps to take before conducting the seminars and includes participant reading lists. The last article raises the question of necessity and justifies the need for pre-retirement seminars for employees. The articles stress the major role the employer has in insuring that all employees have opportunities to attend such programs. (BEF)

ED 174 973 CS 004 978

Owoc, Paul, Ed.

Reading Comprehension.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 79
Contract-300-78-0474
Note-10p.
Journal Cit-Reporting on Reading; v5 n5 Entire Issue Aug 1979
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Reading Comprehension, *Reading Instruction, Reading Research, Reading Skills, *Teaching Techniques
Identifiers-Right to Read

Focusing on some of the techniques classroom teachers are using to help students with reading comprehension, this report also highlights some of the research dealing with that area. The various articles in the report contain the following: a discussion of ways to teach inferential and critical reading skills; a discussion of Research within Reach,'' a book built around the idea of taking questions educators frequently asked about reading instruction to a panel of reading researchers to produce the best answers research can offer; and suggestions for teaching techniques and strategies for teaching reading comprehension as described by experienced educators. (FL)

List, Karen K.

Development of the Right of Publicity Since Zacchini v. Scripps-Howard.

Pub Date-Aug 79
Note-24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Civil Liberties, Copyrights, *Freedom of Speech, *Journalism, *Mass Media, *Privacy, Publicize, *Supreme Court Litigation, *Television

This paper deals with the development of the right of publicity since Zacchini v Scripps-Howard,'' a case in which the Supreme Court ruled in favor of Hugo Zacchini, a human cannonball'' who had charged that his professional property had been unlawfully appropriated by a television station that had filmed and shown his performance without permission, and against the station, which had claimed protection under the First Amendment. The paper first looks at the development of the right prior to the Supreme Court ruling, then at the case itself, and finally at recent cases centering on the right of publicity. The concluding section offers guidelines for deciding future right-of-publicity cases based on copyright's fair use doctrine. (FL)

ED 175 080 CS 502 547

Brotman, Stuart N.

Political Broadcasting after the Aspen'' Ruling: Legislative Reform of Section 315 (a).

Pub Date-May 79

Note-19p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Broadcast Industry, *Federal Legislation, *Legal Problems, *Political Issues

Identifiers-*Communications Act 1934, Federal Communications Commission

This paper offers a discussion of the rulings of the Federal Communications Commission (FCC) related to Section 315 (a) of the Communications Act of 1934 the section concerning equal access to broadcast media by all political candidates. Following a general discussion of Section 315 (a) and the exemptions that are part of the act, the paper then discusses the reinterpretation of the exemption section known as the Aspen'' ruling. This is followed by a presentation of information about legislative reform that followed the Aspen'' ruling and by suggestions for directions for future reform of the act. The paper concludes by suggesting that while the FCC has responded to the problems in the equal opportunities provision, legislative action is needed to establish broad policies. (TJ)

ED 174 748 CE 016 731

A Five-Week Training Program for Vocational Rehabilitation Workshop Supervisors. Report of the Proceedings.

Indiana Vocational Technical Coll., Indianapolis.

Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date-Mar 78

Note-92p.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Educational Programs, Employment, *Motivation, Program Administration, Speeches, *Supervisors, *Systems Approach, *Vocational Rehabilitation, Wages, Workshops

Identifiers-Indiana

Under a grant provided by the Indiana State Board of Vocational and Technical Education, the Indiana Vocational Technical College developed and conducted a five-week training program for vocational rehabilitation workshop supervisors. Nineteen persons participated, representing state-wide organizations involved with rehabilitation activities. (This report provides an agenda of program topics, a list of workshop participants, and four papers presented at the workshops: "The World of Work," by Paul Lustig; "Motivation and Communication," by Jim Beeler; "Wage Hour/Public Contract," by Blanchard Rice; and "Systems Approach to Administration," by Bill Salyers.) (JH)

ED 174 782 CE 022 194

Ryan, Thomas P. And Others
Evaluation of Certain Aspects of Vocational Education Personnel Development Centers. Final Report.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-30 Jun 79
Note-138p.; For a related document see CE 020 039; Not available in hard copy due to small light print
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Comparative Analysis, Leadership Training, Postsecondary Education, *Program Evaluation, Teacher Education, *Vocational Education
Identifiers-Indiana University of Pennsylvania, Pennsylvania, Pennsylvania State University, *Personnel Development Centers, Temple University PA, University of Pittsburgh PA, Vocational Education Planning District Centers

The activities of four vocational education planning district (VEPD) centers in Pennsylvania (Temple University, Indiana University of Pennsylvania; The University of Pittsburgh, and Pennsylvania State University) are evaluated in this report. Following an introduction to the evaluation project, the report consists of five sections: a summary of the four centers and an individual report on each. The summary outlines the structures, funding levels, funded activities, uniqueness, special problems, and the general progress of the center. Each report consists of a short narrative followed by parallel format information sheets for each funded activity for the center. The information sheets contain several items of information. Included at the top of each report form is the name of the institution, activity being studied, the identifying number, the amount of funding, and the approximate percentage of full funding for the activity. The bottom section of each sheet, arranged in three columns, presents the following information: (1) the common center objectives provided by the Pennsylvania Department of Education and agreed to by the centers, (2) a summary of the actual institutional proposal which forms the basis of each contract, and (3) statements and comments made by the evaluator regarding progress toward achieving the objectives of the activity. (JH)

ED 174 802 CE 022 355

Tichenor, Fred E.
Nebraska Secondary Bicycle Program Guide.
Nebraska State Dept. of Education, Lincoln.
Spons Agency-Consumer Product Safety Commission, Washington, D.C.
Pub Date-78
Note-103p.; Photographs in this document will not reproduce well
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Accident Prevention, *Bicycling, Course Objectives, Information Sources, Maintenance, *Safety Education, Secondary Education, *Skill Development, State Legislation, Traffic Accidents

Provided is a secondary education bicycle program guide designed for use in a general bicycle awareness course or as part of a driver education course. Chapter 1 of the guide contains the course objectives (psychomotor, cognitive, and affective) and a course outline organized into eight lessons. Each lesson lists lesson objectives, student performance objectives, and teaching procedures. The next twelve chapters provide information on various aspects of bicycling: driver education bicycle awareness; rules and regulations; bicycle statistics (accidents) and accident situations; bike usage; bicycle styles, selection, and proper fit; riding technique and evasive action; cycling procedures and practices; adjustment, repair, and maintenance; skill development (e.g., mount and dismount, turn, make emergency stops, etc.); hazard recognition, risk assessment, and decision making; and storing and securing. Concluding the guide is a list of resources and materials (texts, pamphlets and books, magazines and newspapers, films and filmstrips, and organizations). (JH)

ED 174 841 CE 022 480

McCann, Edward W.

Tractor Mechanic Student Material. Competency Based Education Curriculum.

Virginia Polytechnic Inst. and State Univ., Blacksburg.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date-Dec 78

Note-292p.; For a related document see CE 022 481

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Agricultural Machinery Occupations, Farm Mechanics (Occupation), *Job Skills, *Learning Activities, *Mechanical Skills, *Occupational Information, *Performance Based Education, Tractors

Developed to assist vocational agricultural mechanics students in learning to be tractor mechanics, this curriculum guide contains all the student competency sheets which comprise this competency-based curriculum. These competency sheets are categorized under sixteen instructional units. The first two units cover employment opportunities and general skills. The remaining fourteen units include the job competencies involved in servicing and maintaining the following elements: storage battery; ignition circuit; cooling systems; charging circuit; starting circuit; gasoline fuel system; diesel fuel system; basic engines; lubrication system; clutches; hydraulics; powertrain; differentials; and final drive. Each competency sheet provides a performance objective, performance guide, learning activities, supplemental reading, and criterion evaluation. (BM)

ED 174 907 CG 013 698

Myers, Jane E.
Counseling Needs of Older Persons.
Pub Date-16 Nov 78
Note-8p.; Paper presented at the Conference of the Florida Personnel and Guidance Association (Orlando, Florida, November 16-18, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Counseling, Attitudes, *Counseling Effectiveness, Individual Counseling, *Needs Assessment, *Older Adults, Program Evaluation, Psychological Needs, Surveys

The Older Person's Counseling Needs (OPCN) Survey is used as an instrument to assess counseling needs of older persons in relation to their major life concerns. Four key areas of concern have been identified. These include personal, interpersonal, activity, and environmental concerns. These four areas have been subdivided to achieve 27 basic concerns of the elderly. The 54-item OPCN Survey assesses needs for counseling and attitudes towards needs for counseling in relation to these 27 areas. The survey, administered to a representative sample of 850 older persons in North Florida, reveals that certain groups of older persons have significantly higher needs for counseling than other groups and are thus identified as being at risk'' in terms of the provision of immediate counseling services. The importance of this information is related to further development and use of the OPCN Survey in the three major areas of selection, individual counseling, and program evaluation. (The survey instrument is not included.) (Author/PJC)

ED 174 930 CG 013 731

Eckstein, Daniel Tobacyk, Jerome
Ordinal Position and Death Concerns.
Pub Date-78
Note-13p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (25th, New Orleans, Louisiana, March 28-31, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement, *Birth Order, *Death, *Existentialism, Growth Patterns, High Achievers, *Life Style, *Personality Development, Personality Studies, Social Relations
Identifiers-*Ontology

The relationship between birth order and how a person deals with death is investigated. Both theoretical and empirical evidence indicates that birth order influences how a person deals with life tasks. First-borns appear more achievement-oriented than their younger siblings, as exemplified by the fact that disproportionately greater numbers of first-borns have been found among eminent men. A strong achievement orientation appears to presuppose considerable concern with plans, goals, possibilities and projects, all of which require a future oriented consciousness. One's personal death is the future event which is the boundary for all achievement. It was hypothesized that, because of their achievement/future orientation, first borns would show greater death threat than either middle borns or last borns on the Threat Index. Also, it was hypothesized that first borns would consciously report less concern with death when answering questions directly assessing death concerns. College student volunteers (66 males and 52 females), mean age 22.1 years, were administered the Threat Index (Hays, 1974) and the Death Concern Scale (Dickstein, 1972). As predicted, first borns showed a greater mean Threat Index Score than either the middle born group or the last born group. The first born group recorded the smallest mean Death Concern Scale score followed by the middle born group, then by the last born. As hypothesized, first borns, relative to middle borns and last borns, demonstrated greater death threat on the Threat Index as well as significantly less death concerns on the Death Concern Scale. Thus a pattern emerged for first borns as being more threatened by death and as avoiding death-related issues. Findings are consistent with the notion that birth order, through its impact upon the formulation of life style, may influence the manner in which the individual deals with death. (Author/PJC)

Bruce, Bertram
Analysis of Interacting Plans as a Guide to the Understanding of Story Structure. Technical Report No. 130.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-400-76-0116
Note-43p.
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Discourse Analysis, Elementary Secondary Education, Language Processing, Reading Comprehension, Reading Skills, *Story Reading
Identifiers-*Center for the Study of Reading (Illinois)

A complete analysis of a story's structure must rely on more than a simple grammar of story components; it requires a consideration of the characters' plans as they are stated or implied in the story. Furthermore, these plans are recognized as the characters' beliefs, and beliefs about interactions among plans are crucial determinants of a story's structure. A notation system representing such interacting plans may be applied to a simple children's tale about a fox and a rooster, describing various phenomena that appear in this story. For example, a character in conflict with another may try to conceal his or her real plans or try to deceive the other character into acting in a way that serves his or her own interest at the other's expense. A character may thus construct a plan that is intended to be believed by the other, but is not actually carried out. Such a virtual plan plays a central role in the fox and rooster story and is common in other stories in which characters interact. (Author/AEA)

ED 174 986 CS 205 016

Reid, Leonard N. Frazer, Charles F.

Children's Interactional Experience with Television Advertising as an Index of Viewing Sophistication: A Symbolic Interactionist Study.

Pub Date-Aug 79

Note-23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Development, *Childhood Attitudes, *Consumer Education, Family Environment, *Family Involvement, Interaction Process Analysis, Parent Child Relationship, *Parent Influence, *Television Commercials, Television Research, *Television Viewing

Identifiers-Communication Research

After seven judges had ranked 30 families for observed parental consumer teaching orientations and family television viewing habits, one family was selected for each cell of a 3X3 factorial design for age of children (3 to 5, 6 to 8, 9 to 11) and family consumer teaching orientation (high, moderate, low). These nine family groups were observed over three months in family group viewing situations. The observational records supported the view that children, including preschoolers, are potentially sophisticated viewers, able to deal with television advertising and affected by the family group's particular consumer-related skills and knowledge. The findings challenged the view that a child's ability to understand television advertising is determined at age-graded stages of cognitive development. As skilled interactants at early ages, children identify and define the nature of television commercials in relation to consumer-related levels of interaction with parents, make demands and requests of parents and others in relation to the character of viewing situations, seek out information about commercial content and other social events, plan future social actions toward and through television commercials, and negotiate various joint acts with others while situated in front of the family television set. (RL)

ED 175 083 EA 011 819

Allison, Derek J.
The Austerity Fad and Canadian Schools.

Spons Agency-University of Western Ontario, London.
Pub Date-17 Jun 79
Note-33p.; Paper presented at the International Congress on Education (2nd, Vancouver, British Columbia, June 17-20, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cost Indexes, *Declining Enrollment, Elementary Secondary Education, *Expenditure Per Student, *Financial Problems, *Financial Support, Foreign Countries, Inflation (Economics), Public Schools
Identifiers-*Canada

This paper discusses the need for a school price index for Canadian schools rather than use of the current government expenditure index to measure price effects on school costs. It discusses four effects on the amount of money spent by school boards, namely, enrollment, quality of schooling, efficiency of use of resources, and current market prices. While enrollments are the driving force behind school costs, the real crisis lies in the decrease in financial support, the paper says. Thus the need to expose the true nature of school costs endorses the need for a specific, well-constructed school price index. The paper concludes that the continued imposition of austerity measures will result in an inferior school system. (Author/LD)

ED 175 235 EC 121 572

Blaschke, Charles L.
Case Study of the Implementation of P.L. 94-142. State C. Final Report.
Education Turnkey Systems, Inc., Washington, D.C.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-16 May 79
Note-162p.; For related information, see EC 121 569-571
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Compliance (Legal), Due Process, *Educational Administration, Elementary Secondary Education, Exceptional Child Research, *Federal Legislation, *Handicapped Children, Individualized Programs, Parent Participation, Research Methodology, *State Programs, Student Evaluation
Identifiers-*Education for All Handicapped Children Act

The document reports findings on implementation of P.L. 94-142 (the Education for All Handicapped Children Act) in three local education agencies (LEAs) in State C, one of three states studied. An initial section discusses the conceptual model which was used to generate hypotheses, organize data, and analyze findings as LEAs implemented the major provisions of P.L. 94-142. In a second section, a brief description of the general state context in which the implementation process occurred at the LEA level is provided. Identified are major contextual and other variables which indicated the nature and extent of the state education agency influence over the LEAs. Finally, individual case studies of the three LEAs are presented. Considered for each LEA are the overall context in which the process is implemented, the specific activities and procedures used by the LEA to implement the major provisions, and the consequences and coping strategies which were observed over 2 school years. Findings are reported in the following areas: childfind, assessment, placement/least restrictive environment, individualized education program, and due process/parent participation. (SBH)

ED 174 764 CE 021 745

Gross, Ronald Brightman, Samuel C.

A Focus on Responsibility - Adult Educators Confront America's Future. An Interpretive Report of the National Adult Education Conference (Portland, Oregon, October 25-29, 1978).

College Entrance Examination Board, New York, N.Y.

Spons Agency-EXXON Education Foundation, New York, N.Y.

Pub Date-78

Note-12p.

Available from-Future Directions for a Learning Society, The College Board, 888 Seventh Avenue, New York, New York 10018 (One free copy per inquirer)

Journal Cit-Lifelong Learning: The Adult Years; v2 n5 January 1979

Pub Type- Collected Works - Proceedings (021) - Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education, *Adult Educators, *Adult Programs, Adults, Armed Forces, Educational Policy, Educational Resources, Government Role, Industrial Training, Older Adults, Performance Based Education, Sex Fairness, *Trend Analysis, Volunteers, Volunteer Training

More than 1,500 educators at the National Adult Education Conference probed issues ranging from competency-based teaching, through the lifelong growth of adult educators themselves, to national concerns which gave the conference its 5E'' theme: employment, ethics, education, environment, and energy. Presentations given at the conference focused on (1) who is responsible for adult basic education; (2) a national policy for adult education; (3) the coming decade of adult education; (4) opportunities for adult educators; (5) competency-based adult education; (6) industrial training opportunities; (7) recruitment and development of volunteers; (8) learning resources; (9) adult education in international perspective, adult education in the armed services, and working with the aging; (10) equality for women; and (11) education for global citizenship and bioethics. (LRA)

ED 174 861 CE 022 628

Miller, Melvin D., Ed. And Others
Imperatives in Vocational Education.
Tennessee Univ., Knoxville. Dept. of Vocational-Technical Education.
Pub Date-79
Note-46p.
Pub Type- Opinion Papers (120) - Collected Works - General (020)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, *Articulation (Program), *Cost Effectiveness, Educational Planning, *Human Relations, Job Satisfaction, *Older Adults, Postsecondary Education, Productivity, Secondary Education, *Teacher Educators, *Vocational Education, Work Attitudes

Six articles on issues in vocational education are presented in this booklet. The first article, A Need for Articulation in Vocational Education,'' by Joseph Semak, discusses different approaches to the problem of articulation. Ruth Volz, in Vocational Education for Our Ageless Society,'' examines the need for developing programs and training to meet the unique needs of older Americans. The third article, by Betty Smith, is entitled The Meaning of Work: Past, Present, and Future with Implications for Education.'' Next, The Vocational Teacher Educator - An Endangered Species?'', by Vickie Johnson Brown, examines the need for appropriate measures to be taken to assure the credibility and reliability of the teacher educators in meeting vocational needs in America. The fifth article, Human Relations Versus Productivity A Vocational Education Issue,'' by Ruth Richardson, discusses the relationship between human relations, competence, and productivity. The last essay, Benefit/Cost Analysis,'' by Virginia Hatch, discusses this approach as a part of the decision-making element of educational planning. (JH)

ED 174 884 CG 013 675

Helbing, J. C.

Development and Analysis of Vocational Maturity Tests in the Netherlands.

Pub Date-74

Note-14p.; Paper presented at the International Congress of Applied Psychology (18th, Montreal, Canada, 1974)

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Development, *Cultural Differences, Foreign Countries, High School Students, *Interest Tests, Secondary Education, *Test Construction, *Testing Problems, *Test Validity, *Vocational Maturity

Identifiers-*Netherlands

Although this report is several years old, it explores test development in another country, specifically the Netherlands, using American-developed and normed-instruments. The development of vocational maturity tests and the adaptation of Crites' Vocational Developmental Inventory (VDI), Super's Career Development Inventory (CDI) and Westbrook's Cognitive Vocational Maturity Test (CVMT) for use with Dutch students is described. The following areas of concern are addressed: (1) the untranslatability of some test items due to different school situations; (2) identification of the appropriate Dutch population with which to use the tests; (3) problems with internal consistency; and (4) distinctions between the measurement of vocational attitudes and testing of occupational information. (HLM)

Miller, Maurice And Others

Readability of Magazines of Interest to Reading-Deficit Students.

Pub Date- 78
Note-11p.; Study prepared at Indiana State University
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-High School Students, *Low Achievers, *Periodicals, *Readability, Readability Formulas, Reading Ability, Reading Difficulty, *Reading Interests, Reading Level, Reading Materials, *Reading Material Selection, *Reading Research, Secondary Education

The reading abilities of low achieving high school students at two schools were compared to the readability levels of the magazines in which they showed interest. The median tested reading ability of these students was reported as third/fourth grade by their reading teachers. The reading specialist at one high school reported that boys had an interest in "Sports Illustrated" and motorcycle magazines, and that girls were interested in "True Stories" and modern romance magazines. In a survey conducted at the second school, 89 students listed 88 magazines that focused on cars/motorcycles, hunting/fishing, men's entertainment, fashion, women's interest, general interest/news, humor, teen-adult interest, sports, and teen interest. According to the Fry and Harris-Jacobson readability formulas, only three of the listed magazines had reading levels of seventh grade or below, which would make them suitable for the levels of problem readers. All the other magazines, even those expected to reach teenagers and students with lower reading levels, ranked above eighth grade reading levels. These results show that students with elementary reading skills are interested in popular magazines written above their reading levels, indicating that teachers could capitalize on these interests when developing reading curricula. (RL)

ED 175 039 CS 205 090

Culbertson, Hugh M.
The Neutral and Participant Perspectives Do They Have Unique Meanings for Magazine Students?
Pub Date-Aug 79

Note-25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Beliefs, Editing, Factor Analysis, Journalism, *Journalism Education, Newspapers, *News Writing, Periodicals, Perspective Taking, Research, *Role Perception, *Student Attitudes, *Task Performance, *Work Environment
Identifiers-Audience Awareness

A total of 123 upper-level and graduate students in journalism completed a questionnaire on beliefs about newspaper work. Most of the students were in advanced writing and editing courses, while 32 were in magazine courses. Questions in the survey dealt with beliefs related to James Grunig's theory of information systems. Factor analysis suggested a single problem recognition factor, two concepts relating to decision rules, two on constraints, and a single audience-orientation variable. In general, students rated newsroom decision making as complex and high on uncertainty (problem recognition). They saw a strong need for audience study. Also, while expressing a preference for formal newspaper makeup and high regard for objectivity, they tended to downgrade ``news elements'' in news assessment, event reporting, and sensationalism. Although students in both magazine and nonmagazine courses agreed on beliefs about the newspaper setting in general, the magazine course students did stress perceived audience interests more and their own preferences less in newspaper editing. Overall, the data suggest that the ``neutral'' and ``participant'' perspectives underlie belief clusters held by today's journalism students. (Author/RL)

ED 175 081 CS 502 573

Conville, Richard L.
The Structural Study of Communication: A Critique of Rules Theory.
Pub Date-May 79
Note-36p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication (Thought Transfer), Communication Skills, *Discourse Analysis, *Interaction Process Analysis, Interpersonal Relationship, *Research Methodology, *Structural Analysis, Theories

Containing a methodological and conceptual critique of rules theory, this paper argues that rules theory cannot adequately explain enigmatic episodes because of its reliance on the practical syllogism and the concept of coordination. It proposes structural analysis as an alternative approach to analyzing and conceiving of enigmatic episodes. The paper also presents a case study and develops revisions in both rules theory and structural analysis. (Author/FL)

ED 175 149

EA 012 059

Seeberg, John H. Parker, Jack F.
Program Preparation Priorities for Educational Administration.
University Council for Educational Administration, Columbus, Ohio.
Pub Date-79
Note-8p.
Journal Cit-UCEA Review; v20 n3 p31-36 Sum 1979
Pub Type- Journal Articles (080) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Education, College Curriculum, *Core Curriculum, *Curriculum Development, Educational Administration, Elementary Secondary Education, Higher Education, Needs Assessment, Program Design, Q Sort
Identifiers-Goal Setting

Professors teaching educational administration at the University of Oklahoma used a goal prioritization process to develop a core curriculum for their administrator preparation program. They first developed a needs sensing instrument to be administered to Oklahoma school administrators to reveal their perceptions of the educational needs of administrators. A Q sort test was developed requiring respondents to prioritize 36 program goals. After a pilot test, university faculty and graduate students visited 314 Oklahoma administrators and introduced, explained, and administered the test. The highest ranked needs concerned personnel evaluation and development, administrator legal responsibility, decision-making, and public relations. Analysis revealed a high level of consistency between the rankings. Subjects proved enthusiastic about the process, and selected administrators served as advisory committee members to discuss this assessment and the feasibility of another assessment of their own inservice needs. This needs assessment also led to the identification of a set of educational learning experiences to be required of all educational administrators. (Author/JM)

ED 175 192 EC 120 056

Guidelines: Kentucky Programs for the Gifted/Talented.
Kentucky State Dept. of Education, Frankfort. Div. of Program Development.
Pub Date-Apr 78

Note-14p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Ability, Creative Ability, Definitions, *Educational Diagnosis, Elementary Secondary Education, Evaluation, *Gifted, *Identification, Needs Assessment, Objectives, *State Programs, *Talented Students

The report provides guidelines for gifted and talented programs in the state of Kentucky. After a brief statement of the philosophy, the definition of gifted/talented children is given. The identification process is described for children in academic areas and visual and performing arts areas. It is explained that the selection process involves assessment of general intellectual, achievement, creative abilities, and examination of school records and teacher observations. Program characteristics, instructional resources, facilities, and staff development for gifted and talented students are outlined. Personnel needs are identified and the evaluation plan, including such aspects as student progress, parental response, and cost effectiveness, is summarized. (PHR)

Handicapped Children's Early Education Program. 1978-79. Overview and Directory.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.; Washington Univ., Seattle. Western States Technical Assistance Resource.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.

Pub Date-79

Contract-300-77-0507; 300-77-0508

Note-252p.

Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Demonstration Projects, Early Childhood Education, Evaluation, *Federal Programs, Grants, *Handicapped Children, *Outreach Programs, Parent Education, *Program Development, Staff Improvement, State Programs, *Technical Assistance

Identifiers-Handicapped Childrens Early Education Program

The report provides a general description of the Handicapped Children's Early Education Program (HCEEP) projects, abstracts of individual projects, and a means of identifying individual projects by location and common characteristics. After an introduction, the overview summarizes the activities of each of the five types of HCEEP projects - demonstration, outreach, state implementation grants, early childhood research institutes, and technical assistance centers. The major portion of the report is abstracts of each of the 215 HCEEP projects, which are arranged alphabetically by state and city within each of the five areas. Each abstract contains information on the agency, address, characteristics of the target population, the program for children, measures of child progress, the program for parents, staff development, and special features of the program (when applicable). Appendixes provide guides for locating information in the abstracts (such as handicapping conditions of children served, demographic characteristics of the target population, project activities) and supplementary information about outreach projects. (Author/PHR)

ED 175 258 FL 010 474

Mepham, Michael S.

L'ordinateur et l'analyse grammaticale (The Computer and Grammatical Analysis). Series B-2.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-67

Note-16p.; Paper presented at the "Stage du Conseil de l'Europe 'Langues de specialite: analyse linguistique et recherche pedagogique'" (Saint-Cloud, France, November 1967)

Language-French

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bilingualism, *Computational Linguistics, *Computer Oriented Programs, Computer Programs, Computers, Computer Science, Deep Structure, *Generative Grammar, Grammar, *Information Processing, *Language Instruction, Language Research, *Languages for Special Purposes, Sciences, Sentence Structure, Syntax, Teaching Methods, Vocabulary

This discussion of the use of computer programming in syntactic analysis covers three major points: (1) a review of basic notions in automatic grammars; (2) a description of the grammar used in a pilot project which analysed the linguistic content of methods of teaching foreign languages; and (3) proposals on the application of the same techniques to the study of scientific vocabulary. In the first section, automatic, or generative grammar, is defined as one formulated in such a way as to be applied mechanically in the construction of sentences. In this context the discussion deals with the process of analysis of existing sentences, structural description, formulation of rules, structural ambiguity, and the process for applying rules. The second section dealing with methodology covers the development of a system of analysis of texts with the help of a computer. Things to be considered in this context are lexical ambiguity, identification of rules, levels of syntactic analysis, formulation of rules, and paraphrasing of word groups, locutions, clauses, and sentences. The third section discusses techniques used in analysis of methods as these relate to the study of scientific language, with particular emphasis on the question of words and context. (AMH)

ED 175 287 HE 010 905

Draves, Bill

Teaching Free: An Introduction to Adult Learning for Volunteer and Part Time Teachers.

Free Univ. Network, Manhattan, Kans.
Pub Date-76
Note-20p.; For related documents see HE 010 906-907
Available from-The Free University Network, 615 Fairchild Terrace, Manhattan, KS 66506
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education, *Adult Educators, *Course Organization, Experimental Colleges, Noncredit Courses, Nontraditional Students, *Part Time Teachers, Teachers, Teaching Skills, *Volunteers
Identifiers-Andragony, *Nontraditional Education

Ideas and suggestions for teaching adults in an informal setting, such as that in a free university, are presented in this booklet. It is suggested that volunteer teaching in an informal, nondegree setting with adults is a rewarding and satisfying experience. To help the volunteer teacher the following areas are discussed: how adults learn; why are you teaching; selecting a topic; writing the course description; when, where, how long to teach; publicity; preparing for a class; students as participants; dropout rate; modes of teaching; facilitation; leading group discussions; and course evaluation. (SF)

Cope, George H.

Implications of the National Institute of Education Study from the Perspective of Vocational Education.

Pub Date-Apr 78
Note-8p.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Research, *Information Utilization, Program Planning, Program Proposals, *Projects, Research Criteria, Research Needs, *Research Projects, Research Proposals, Research Utilization, Theories, *Vocational Education
Identifiers-United States

Presented to the American Education Research Association, this speech points out eleven ways examination of a National Institute of Education study plan could have implications for vocational education: (1) defining key terms, (2) identifying or surfacing issues, (3) describing recent or impending changes, (4) summarizing findings, (5) integrating the findings with other related studies, (6) interpreting findings, (7) rationalizing what is found, (8) theorizing to explain findings, (9) drawing implications, (10) recommending other study implications and (11) suggesting study extensions. Forty-one terms found in the study plan that might be further defined for clarity are presented. Three of the four issues identified by the study plan are: How best to distribute federal funds with accompanying data base to rationalize the scheme and federal role?; Is there compliance with the federal laws, how much compliance should be mandated, and how can it be achieved?; and Is consumer and homemaking education needed and effective, and should it be a part of vocational education? The author suggests that the accuracy and sensibility of results will depend on the active interface between the study team, decision makers both in and out of vocational education, and those doing vocational education. (LRA)

ED 174 822 CE 022 428

Advertising Services. A Suggested Curriculum Guide. Marketing and Distributive Education.

Illinois State Univ., Normal. Dept. of Business Education.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jun 79
Note-599p.; Some sections of this document may not reproduce well due to being printed on dark colored paper
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF03/PC24 Plus Postage.
Descriptors-Behavioral Objectives, Communication (Thought Transfer), *Distributive Education, Human Relations, Information Sources, *Job Skills, *Learning Activities, Management, *Marketing, Merchandising, *Occupational Information, Performance Based Education, Program Development, Program Planning, Teaching Methods
Identifiers-*Advertising Services

This publication is a curriculum guide designed to assist local educators in planning and implementing instructional programs for Office of Education Code 04.01, Advertising Services, a subcluster within the marketing and distribution cluster. The curricular guide is divided into two major sections. The first section contains information for the local educator concerning how to use the guide, sources of information about advertising careers, sources of instructional resources, and general teaching suggestions. In addition, a general description of careers in advertising services is provided along with career levels identified by advertising practitioners. The second section contains validated competencies, suggested alternative learning activities, and referenced learning resources, organized into eleven instructional areas: advertising, communications, display, human relations, marketing/economics, management, mathematics, merchandising operations, product and/or service technology, and selling. (These areas are compatible with the organization used by Distributive Education Clubs of America for the competency-based competitive events program for both secondary and postsecondary students.) (Author/JH)

ED 174 908 CG 013 699

You, Youth, and Prevention; Trainer Manual and Session Outline Cards.
National Center for Alcohol Education, Arlington, Va.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Pub Date-79
Contract-DHEW-ADM-281-75-0013
Note-163p.; Audiovisuals not included
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (017-024-00898-2)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Alcohol Education, *Communication Skills, Group Discussion, Problem Solving, *Program Planning, Role Playing, *Team Training, *Trainers, *Youth Programs

This program is designed for personnel working in alcohol service agencies who are responsible for planning and implementing prevention programs for youth. The training is most appropriate for the person who is just starting to plan a prevention program and who has only minimal experience in prevention work with youth. Training skills and experience in planning and managing prevention programs, equally important to the successful delivery of this training program, are discussed. Skill-building is a focus in the directing of role-play and simulation activities, group discussion, individual problem solving, lectures and brainstorming. Specific suggestions on how to deploy the training staff are included in the refresher material on training techniques. Also included is a set of outline cards to be used by the trainer during sessions. (Author/PJC)

ED 174 952 CS 004 936

Bawden, Robert And Others

Teacher Conceptions of Reading and Their Influence on Instruction. Research Series No. 47.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Contract-400-76-0073
Note-27p.; For related document, see CS 004 938
Available from-The Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, Michigan 48824 ($2.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Beliefs, Educational Research, Elementary Education, *Reading, *Reading Instruction, *Reading Research, *Teacher Attitudes, *Teacher Behavior, Teaching Methods
Identifiers-*Reading Attitudes

A survey of 857 teachers and field studies in 23 elementary classrooms during two school years provided data on whether teachers have conceptions of reading, the nature of those conceptions, how they develop over time, and the degree to which they govern the pattern of instructional decisions in reading. The results suggest seven general principles regarding teacher conceptions: teachers do have conceptions of reading, most teachers have more than one conception of reading, teachers explain their instructional decisions with categorizable statements that represent "nonreading" conceptions, some teachers possess more complex conceptions than others, teacher conceptions seem to vary in stability from teacher to teacher, a teacher's reading conception may be related to the grade level and student ability levels, and teachers modify and change their conceptions of reading and reading instruction over time. In view of these principles, the relationship between a teacher's reading beliefs and instructional decision making appears to be fluid; a teacher's conception of reading is a "free-floating" element that has little meaning until it is filtered through the teacher's nonreading conceptions and applied to specific teaching contexts. (RL)

ED 175 017 CS 205 058

Linden, Myra J.

Organization of Writing Lab Materials for Efficient Use.

Pub Date-Apr 79

Note-17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *Computer Based Laboratories, Computers, Higher Education, Junior Colleges, *Learning Laboratories, *Organization, *Reference Materials, *Skill Centers, Storage

The Joliet Junior College Academic Skills Center provides an illustration of how writing resources can be organized for easy access and how computer assistance enables efficient organization of the center. Over the years, three approaches to accessing materials have been used: the memory of the instructor, handout worksheets with resource bibliographies, and a looseleaf catalog of resources. A fourth approach being developed involves using a card catalog divided into two sections: card guides of annotated resources and index cards giving access to those resources by individual major and minor writing problems. A computer has been used to manage the skills center, report diagnostic reading test scores, report student evaluations of instructors and courses, provide a careers information program, assist in course planning and revision, and give information for a readability program being developed. (An appendix includes an organizational chart of the structure of the skills center; a guide to useful resources for a skills center; an annotated bibliography of instructional materials, along with their publishers; sample index entries; a list of services provided in the center; and a selected list of types of writing materials in the center.) (TJ)

ED 175 084 EA 011 821

Tanaka, Jack
Classroom Management: A Guide for the School Consultant.
Pub Date-79
Note-199p.
Available from-Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62717 ($14.75)
Pub Type- Books (010) - Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Behavioral Objectives, *Behavior Change, *Class Management, Consultants, *Consultation Programs, Contingency Management, Discipline, *Discipline Policy, *Discipline Problems, Elementary Secondary Education, Positive Reinforcement, Program Evaluation, Punishment, Student Behavior, Teacher Responsibility, Teachers

Written from a social learning perspective, this book emphasizes the classroom management of problem student behaviors. The text is composed of three major parts. First, ``Preparation for Consultation'' defines the role of the consultant, outlines the negotiations with teachers and the school principals, and presents behavioral concepts relevant to classroom management. ``Problem Solving'' then proposes a series of steps to be taken in the school consultation process. Individual chapters in this section cover such topics as specifying and assessing problem student behaviors, behavior measurement, specifying desirable behaviors, identifying positive reinforcers, delineating contingent relationships, and fostering positive interactions. An example of a classroom management program employing a point system is given. Examples of agendas, letters, and forms that may be used during consultation are also included. The third part of the text, ``Consultation Experiences,'' presents special difficulties and emotional issues that are often encountered during actual consultations. The aim of this problem-solving model is to develop the classroom management skills of teachers. To fulfill this aim, the text provides not only the principles of social learning relevant to school consultation but also lucid directions for the consultant to take when assisting school teachers as they correct actual problem student behaviors. (Author)

ED 175 105 EA 012 011

Dale, Duane Mitiguy, Nancy

Planning, for a Change: A Citizen's Guide to Creative Planning and Program Development.

Massachusetts Univ., Amherst.; Massachusetts Univ., Amherst. Cooperative Extension Service.

Spons Agency-Kellogg Foundation, Battle Creek, Mich.

Pub Date-78

Note-86p.; For related documents, see EA 012 010-017 ; Document prepared through the Citizen Involvement Training Project

Available from-Citizen Involvement Training Project, 138 Hasbrouck, University of Massachusetts, Amherst, Massachusetts 01003 ($5.00, subject to change, plus postage; quantity discounts)

Pub Type- Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Change Strategies, *Citizen Participation, *Community Planning, *Community Programs, *Program Development, Program Evaluation, *Program Planning

This manual is intended to help citizen groups set up their own on-the-job training activities, tailored to their own individual needs, issues, learning styles, and experiences. Specifically, it discusses planning for change in the community and program development. Chapters are written chronologically, from the first step in the planning process through the last. Each chapter is then divided into a series of substeps that usually are required to accomplish a step. Topics discussed range from generating and developing program ideas to evaluation. All exercises in the manual appear on single pages so they can be duplicated easily. (Author/LD)

ED 175 127 EA 012 036

Holt, Howard B.

The Even Bigger Picture A Dissident View of the Change Process.

Pub Date-16 Aug 79
Note-8p.; Paper presented at the National Conference of Professors of Educational Administration (33rd, Edmonton, Alberta, August 12-16, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, Change Strategies, *Educational Change, Educational Improvement, Educational Research, Elementary Secondary Education, Measurement Techniques, *Program Effectiveness
Identifiers-Hawthorne Effect

All changes in educational practice are based on the assumption that it is possible experimentally or operationally to determine with accuracy which educational method is best. Yet experience suggests this assumption is doubtful. In almost every new educational experiment, the initial results are positive. In later stages, after the change is mandated and enthusiasm dies, measured results decline. This is partly because of the Hawthorne Effect (that is, the act of experimenting with any new program results temporarily in better performance). It is furthermore impossible to measure with true accuracy the results of educational change programs. The only conclusion that can be made from research concerning educational change is that people have the most success with programs they believe in. Therefore an administrator must (1) be sure to have a high quality staff, (2) expose the staff to new promising programs, (3) let staff choose their own program, (4) give support to staff programs, (5) be less concerned with conformity in method, and (6) be prepared for programs to continue to change. The potential of organizational members ought to be maximized by having them informed, involved, and carrying out programs of their own. (Author/JM)

ED 175 171 EC 115 072

Hillman, Stephen B.

Information Processing as a Function of Question Type and Position.

Pub Date-Apr 79
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April, 1979, Session 32.17)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educable Mentally Handicapped, Elementary Education, Exceptional Child Research, *Incidental Learning, Intermediate Grades, *Learning Processes, *Memory, Mentally Handicapped, *Questioning Techniques

The study examined the effects of questions on learning among 90 intermediate level educable mentally retarded children. Four types of learning were identified as relevant remembering, incidental remembering, relevant inferring, and incidental inferring. Results indicated that question position was an important variable in influencing the learning of EMR children, with Ss who received post-questions performing consistently better than those who received pre-questions. A significant interaction between question type and relevant criterion type was also found; children who received remembering'' training questions scored higher on the remembering relevant criterion test than children who had received inferring'' training questions, and children who received inferring'' training questions performed better on the inferring relevant criterion test than children who had received remembering'' training questions. (Author/SBH)

ED 175 277 FL 010 596

Walz, Joel

Assertive Communication for Foreign Languages.

Pub Date-78

Note-14p.; Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages (Chicago, Illinois, November 24, 1978)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Assertiveness, Class Activities, *Communication Skills, Communicative Competence (Languages), *Experiential Learning, Group Activities, Instructional Materials, Interpersonal Competence, Language Instruction, *Learning Activities, Postsecondary Education, Secondary Education, *Second Language Learning, Social Behavior, Speech Communication, Teaching Methods

The wide assortment of books and seminars on assertiveness training shows a growing desire among people to learn how to express their feelings. This paper attempts to adapt many of these techniques to the foreign language classroom. Sixteen activities which enable students to practice communication are proposed. They encompass all levels of ability, and they involve all four language skills. The teacher does not become a therapist but rather a leader (and participant) in expressing ideas in the target language. It is hoped that this will make the classroom a more realistic environment and that the student will have a natural outlet for the structure he or she has acquired. (Author)

ED 175 317 HE 011 586

von Zur-Muehlen, Max

The Educational Background of Parents of Postsecondary Students in Canada.

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.
Pub Date-1 Mar 78
Note-81p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Access to Education, College Choice, College Students, Community Colleges, *Educational Status Comparison, Enrollment, *Family Background, *Foreign Countries, Graduate Students, *Higher Education, Junior College Students, Parent Student Relationship, Postsecondary Education, Student Research, Universities
Identifiers-*Canada

The educational background of parents of postsecondary students at two time periods (1968-69 and 1974-75) is reported in relation to the educational attainment of the Canadian population. After an introduction that provides the rationale for the study, enrollment patterns, participation rates and student support programs in postsecondary education are examined. The educational attainment of parents of postsecondary students in 1974-75 is discussed in chapter 2. Findings show that 75 percent of the fathers of full-time community college students in terminal programs had only elementary or secondary education, while only 50 percent of those students in graduate programs had fathers in this category. Similar patterns were observed for mothers. A comparison of the educational attainment of parents between 1968-69 and 1974-75 is presented in the third chapter. Among findings of this comparison are that undergraduate students' parents were statistically similar in both time periods, with proportionately fewer parents having advanced degrees among community college students, and a somewhat higher proportion holding at least a university degree among graduate students. The realtionship of educational attainment of postsecondary students' parents compared to the Canadian population is examined in chapter 4. A tentative conclusion is that although greater access to higher education has not occurred in universities, it seems to have taken place in the community college sector. Further tables on educational attainment of fathers and an outline of procedures and methods of data collection are appended. (PHR)

ED 174 842 CE 022 481

McCann, Edward W.

Tractor Mechanic Teacher's Guide. Competency Based Education Curriculum.

Virginia Polytechnic Inst. and State Univ., Blacksburg.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date-Dec 78

Note-65p.; For a related document see CE 022 480

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Agricultural Machinery Occupations, Farm Mechanics (Occupation), *Job Skills, *Mechanical Skills, *Performance Based Education, *Teaching Methods, Tractors, Vocational Agriculture

This teacher's guide is designed to accompany the Tractor Mechanic Competency Based Education (CBE) Curriculum (CE 022 480). The following information is included: a discussion of the uses of the Tractor Mechanic CBE curriculum; definitions of related terms; the table of contents for the Tractor Mechanic CBE curriculum; a list of competencies by job title; the self-tests which accompany selected student competency sheets; a tool list; and a list of references to accompany the curriculum. (BM)

ED 174 765 CE 021 983

Kasworm, Carol E., Ed. Lyle, Buddy L., Ed.

Competency-Based Adult Education. Proceedings of a National Invitational Workshop (Austin, Texas, June 20-22, 1978).

National Association for Public Continuing and Adult Education, Washington, D.C.; Texas Education Agency, Austin. Div. of Adult and Continuing Education.; Texas Univ., Austin.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-NIE-G-78-0235
Note-192p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Adult Basic Education, *Adult Education, Adult Educators, Basic Skills, Educational Administration, Educational History, Educational Philosophy, Educational Research, Educational Theories, Educational Trends, English (Second Language), *Essays, *High School Equivalency Programs, *Literacy Education, Models, Opinions, *Performance Based Education, Problems, Professional Development, *Program Descriptions, Program Development, Program Evaluation, Student Evaluation, Vocational Education, Workshops
Identifiers-Adult Performance Level

Selected contributions from a workshop on competency-based adult education (CBAE) are presented in this monograph. The articles define the current trends in the theory and practice of CBAE. The monograph consists of five major sections. Section 1, the overview, offers a historical frame of reference, examination of terminology and definitions, a discussion of the nature of practitioner involvement/concerns, and current issues in CBAE. The second section, on programmatic perspectives, features articles discussing current philosophy and development of CBAE programs in basic education, pre-GED (general educational development) and GED preparation, English as a second language, vocational education, and three models of competency-based high school diploma programs. Other sections of the monograph discuss a model for CBAE staff development, administrative issues in CBAE, an examination of the current status and issues surrounding research and assessment in competency-based education and perspectives regarding the present and future role of CBAE in adult literacy education. (Author/CSS)

ED 174 783 CE 022 208

Domestic Volunteer Service Act Amendments of 1979. Hearings before the Subcommittee on Child and Human Development, of the Committee on Labor and Human Resources. United States Senate, 96th Congress. First Session on S. 239.

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Pub Date, 79

Note-737p.; Not available in hard copy due to small, faint type

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors-Activities, Agencies, Agency Role, *Budgets, Community Action, Community Development, *Community Involvement, Community Programs, Federal Aid, Human Development, Neighborhood Improvement, Program Administration, *Program Evaluation, Program Planning, Urban Areas, *Urban Renewal, *Voluntary Agencies, Volunteers

Identifiers-*Action, *Domestic Volunteer Service Act 1973, Domestic Volunteer Service Act Amendments 1979

Proceedings are presented of hearings before the Senate Subcommittee on Child and Human Development concerning proposed legislation (S. 239 and S. 374) to revise, improve, and extend certain provisions of the Domestic Volunteer Service Act. Testimony from administrators of current programs under the act and from public witnesses focuses on the administration's plans for developing urban neighborhood volunteer programs, the interest of urban areas and community organizations in their potential, and the experience of a community which has developed a model for the ACTION agency's proposed program format. Testimony is also presented concerning the future of the ACTION Agency's service-learning programs, the findings of and the ACTION Agency responses to the House Appropriations Committee investigation of its policies, procedures, and practices, and the ACTION Agency's budget proposals. The text of the Domestic Volunteer Service Act of 1973, as amended (P.L. 93-113) is appended. (LRA)

ED 174 803 CE 022 356

McClure, Larry, Ed.
Inside Experience-Based Career Education. Personal Reactions to Non-Traditional Learning.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Contract-NE-C-00-4-0010
Note-65p.
Pub Type- Opinion Papers (120) - Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Attitudes, *Career Education, *Career Exploration, Community Cooperation, *Community Support, Employer Attitudes, *Experiential Learning, Field Experience Programs, Job Satisfaction, Occupational Choice, Parent Attitudes, Parent Role, *Program Descriptions, Program Evaluation, *Program Planning, Secondary Education, Student Experience, Teacher Attitudes
Identifiers-*Experience Based Career Education

Based on the personal experiences of individuals familiar with the day-to-day operation of experience-based career education (EBCE) in several states, the essays in this monograph are presented under three headings: (1) deciding to offer an option, (2) gathering community support, and (3) building an institutional framework. Part 1 includes articles by a school superintendent dealing with EBCE as a part of the educational mainstream, a school board member who describes EBCE as a part of general education, and an assistant school superintendent who discusses EBCE as a next step for schools to take in making education a comprehensive experience. Part 2 presents articles written by a labor leader who sees EBCE as a way to help young people understand the contributions of labor, a business manager who believes EBCE will pay off in terms of contributions to industry and society through better prepared and more satisfied job-holders, and a mother who discusses the impact of EBCE on her child. The third section includes articles written by a county career education coordinator who discusses blending EBCE into the school district program; a high school principal who discusses contributions of EBCE to the students, faculty, parents, and community; an EBCE staff member who discusses converting traditional teachers to EBCE; and an EBCE learning coordinator who describes daily tasks of an EBCE coordinator. (LRA)

ED 174 862 CE 022 633

Howard, Ronald
Vocational Education of the Handicapped - State of the Art. A NASBE Report.
National Association of State Boards of Education, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-59p.
Pub Type- Information Analyses (070) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-American Indians, Certification, Delivery Systems, Educational Finance, *Handicapped Students, Interagency Cooperation, Minority Groups, *Needs Assessment, Personnel, *Policy Formation, Program Effectiveness, Program Evaluation, Secondary Education, Teacher Education, *Vocational Education

A number of policy questions has emerged as a result of various efforts to improve special education and vocational education services to handicapped students at the secondary level through linkages among general education, special education, and vocational education. These questions reflect recent research findings which demonstrate that the percentage of handicapped adults represented in the work force is far less than the percentage of nonhandicapped adults. Contributing factors include the following: a perceived decline in the number of handicapped students receiving special education services at the secondary level; severe shortages of personnel who are trained in both special education and vocational education; limited vocational education programs and service delivery options; and a limited funding base. The overriding questions are whether education can become more responsible to the overall needs of handicapped youth and how to determine the most effective means of accomplishing that objective. An analysis of the needs assessment data from four states has identified six issues as most clearly reflecting the state of the art for vocational education of handicapped youth: (1) interagency cooperation, (2) personnel preparation, (3) funding, (4) service delivery/program options, (5) program evaluation, and (6) services to Native Americans and other minority handicapped youth. (Author/JH)

ED 174 987 CS 205 021

Goldstein, Jone Rymer

Interviewing of Technical Communicators: A Field Study Method for Teacher Preparation.

Pub Date-Apr 79

Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Teachers, *Field Interviews, Higher Education, *Inservice Teacher Education, *Interprofessional Relationship, Teaching Experience, *Technical Writing, Transfer of Training

The exploratory interview is one field method for studying how professionals write as part of their jobs that is also an effective device for preparing composition instructors to teach technical writing. This field research method is a loosely guided discussion in which the technical communicator ranges freely, widely, and in depth about personal experience, attiudes, and opinions. Interviewing can provide the following specific advantages not found in most practical experience: familiarity with the role and ``street knowledge'' of the technical professional, awareness of the full rhetorical situation and the larger communication context of the task, simultaneous contact with the process and the products of the professional who must write, and acquaintance with a wide range of professional activity. Although the field work is the preeminent stage, specific operations should precede and follow interviews. The whole sequence includes planning the project to meet specific objectives, selecting and contacting the organizations and respondents, constructing the interview guide, conducting the interviews, and analyzing the recorded responses and observations. (RL)

ED 175 082 CS 502 579

Tarnant, William A.

A Method of Assessing Perceptions of Organizational Conditions and Prospects for Change.

Pub Date- 79

Note-21p.; Study prepared at Howard University

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Change Strategies, Communication (Thought Transfer), Evaluation Methods, *Measurement Instruments, Organizational Change, *Organizational Communication, *Organizations (Groups), *Perception, Research Methodology, Test Construction

This paper discusses a three-dimensional research procedure that is used to assess the perceptions of individuals concerning an organization's existing, ideal, and possible operational conditions. It describes procedures used to develop instruments responsive to the varied interests, concerns, and positions of organizational members or publics. In addition, it discusses procedures and criteria that have been used to assess the strength and usefulness of instrument items to respondents; to analyze areas of agreement, disagreement, or no substantial concern to respondents; to identify subgroups based upon differences in perceptions; and to analyze the degree of stability and optimism for change concerning specific conditions. (Author/FL)

ED 175 238 FL 009 160

Musso, V. Zangrando, R.
The Fiat Thesaurus: An Experiment by a Multinational Company.
Commission des Communautes Europeennes (Luxembourg).
Pub Date-77
Note-21p.; Paper presented at the European Congress on Information Systems and Networks (3rd, Luxembourg, May 3-6, 1977)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Artificial Languages, Business Communication, Computational Linguistics, Data Processing, Documentation, Indexes (Locaters), *Industry, *Information Retrieval, *International Trade Vocabulary, *Italian, Languages for Special Purposes, Reference Books, *Subject Index Terms, *Thesauri, Vocabulary

The vocabulary compiled and currently in use at FIAT'' comprises approximately 4000 words and is continually increasing. Some words are uniterms and others are polyterms selected during the scanning of documents of specific interest to the company. An attempt was made to retain a link with natural language by treating proper names and functors in a special way. Although the keywords contained in the vocabulary are mainly in Italian, other languages are also represented. The foreign terms adopted are those representing concepts which the Italian language does not yet cover. The vocabulary proved to be comprehensible to persons whose native language was not Italian, such as trainees of various nationalities who were employed by FIAT.'' An experiment was carried out also with bibliographical documentary tapes available on the market. This experiment proved to be somewhat less successful mainly because instructions for use of the thesaurus were different for input and output. The guiding principles for future work are summed up as follows: deeper linguistic exploration of the problem, more assistance for users, and definition of the role of the thesaurus with batch or interactive processing. (Author/AMH)

Marsello, Greg
How to Start a Free University.
Free Univ. Network, Manhattan, Kans.
Pub Date- 78
Note-24p.; For related documents see HE 010 905-907
Available from-Free University Network, 1221 Thurston, Manhattan, Kansas 66502
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education, *College Planning, Educational Economics, Educational Finance, Educational Philosophy, *Experimental Colleges, Facility Requirements, Higher Education, *Nonformal Education, *Nontraditional Students, Open Enrollment, School Community Relationship, University Administration
Identifiers-*Nontraditional Education

Information on establishing and running a free university is presented in this handbook. A free university is defined as an organization offering ungraded, unaccredited classes, activities and programs to the general public. Information on starting the free university includes: how to determine the needs of your community; deciding on a name and location; and how to organize the university. The role of the free university coordinator is discussed. Legal aspects (incorporation, tax-free status) and funding are also considered. Advice on course length, finding teachers, catalog information, and registration procedures is presented. The importance of good publicity is emphasized. It is suggested that followup and evaluation proceedings be implemented to maintain the quality of the university. (SF)

ED 174 885 CG 013 676

Hohenshil, Thomas H. And Others

Exemplary Vocational Guidance Projects in Virginia; Project Abstracts.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.

Pub Date-79

Note-32p.

Pub Type- Reference Materials - Bibliographies (131) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Development, *Demonstration Projects, Elementary Secondary Education, *Equal Education, Higher Education, *Occupational Guidance, Program Descriptions, *School Industry Relationship, State Programs, *Vocational Education

Identifiers-*Virginia

Abstracts of 24 exemplary vocational guidance projects funded in the Commonwealth of Virginia through Title II (Vocational Education) of Public Law 94-482 are provided, with descriptions of the 12 projects designed to increase sex equity in vocational guidance and vocational education programs, and the 12 projects designed to encourage business/guidance exchange of personnel and information. Each abstract includes the project's objectives, methodology, and the name, address, institutional affiliation, and phone number of the project director. (Author)

ED 174 931 CG 013 736

Hewitt, Jane

Aspects of the Future Environment of Elementary and Secondary Education.

Hudson Inst., Croton-on-Hudson, N.Y.
Pub Date-13 Apr 79
Note-19p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Change, *Elementary Secondary Education, *Futures (of Society), Life Style, *Political Influences, Sex Role, *Social Influences, Trend Analysis
Identifiers-*Social Policy

A demographics-based approach to conjecture on the social future suggests several factors that bear on the social context of education in the 1980s, including shifts in population, economic activity, and political power, implications of the youth decline, possible intergenerational changes in fertility and women's employment, and the cyclical tendencies of national social policy. Results of futures studies indicate that in terms of education: (1) interest in the schools will be keen; (2) many high schools will face several contraction problems; (3) there will be a greater state-level role in school funding; and (4) the problem of an aging faculty, particularly in colleges, will be of increasing concern in areas with severe enrollment decline. (Author)

ED 175 103 EC 120 057

NAREM Journal. Volume 1, 1978.
Pub Date-78
Note-42p.
Available from-Curriculum Development Centre, Ministry of Education, Pesiaran Duta, Off Jalan Duta, Kuala Lumpur, Malaysia (M$2.50)
Journal Cit-Narem Journal; v1 p2-38 1978
Language-English; Malay
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Foreign Countries, *Handicapped Children, Reading Instruction, *Remedial Instruction, *Slow Learners, Student Characteristics, Teaching Methods

Eight articles are included in the journal of the National Association for Remedial Education, Malaysia (NAREM). Chua Tee Tee describes the history and objectives of NAREM. Alec Williams reviews philosophical issues in remedial education. Khoo Phon Sai discusses cognitive, social, and emotional characteristics of slow learners and considers teaching strategies for mathematics instruction. Wong Kim Seong examines factors influencing the interest for reading and suggests guidelines for reading instruction. The controversy over streaming (ability grouping) versus nonstreaming is analyzed by J. George Puthucheary. Remedial teaching activities are suggested by Chin Loong Kong and Chongkok Beng. (CL)

ED 174 823 CE 022 429

Finance and Credit. Curriculum Guide. Marketing and Distributive Education.

Northern Illinois Univ., DeKalb. Dept. of Business Education and Administration Services.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-May 79

Contract-RD3-B9-105

Note-454p.; For a related document see ED 156 860

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors-Banking, Business Administration, Communication (Thought Transfer), *Credit (Finance), *Distributive Education, *Finance Occupations, Human Relations, *Marketing, Mathematics, Merchandising, Salesmanship, Secondary Education

Identifiers-Illinois

Designed to be used with the General Marketing Curriculum Guide (ED 156 860), this guide is intended to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing and to allow marketing and distributive education teacher-coordinators maximum flexibility. It contains job competency sheets in ten instructional areas: (1) advertising, (2) communications, (3) human relations, (4) market/economics, (5) management, (6) mathematics, (7) merchandising, (8) operations, (9) product and/or service technology, and (10) selling. Following sections containing information on careers in finance and credit and a bibliography of resources, competencies are identified and listed in order of importance based upon structured interviews with universal tellers, customer service representatives, and credit file operators. A sheet for each competency contains the learning objective, the job skill, a number of suggested learning activities, and references. (LRA)

ED 174 843 CE 022 482

Student Material for Competency-Based Education Curriculum for Nursing Assistant. Second Edition.

Associated Educational Consultants, Inc., Pittsburgh, Pa.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date-Apr 79

Note-257p.; Not available in hard copy due to faint type; For a related document see CE 022 483

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Dental Assistants, Human Relations, *Job Skills, Learning Activities, Medical Assistants, Medical Services, *Nurses Aides, *Occupational Information, *Performance Based Education, *Performance Tests, *Vocational Education

This second edition of the Nursing Assistant Competency-Based Education (CBE) Curriculum contains the curriculum units and related student guidelines and instructional materials. A discussion of how to use this curriculum precedes the table of contents. The curriculum is divided into twenty-eight units. The first three units include instructional modules on employment opportunities, human relations, and charting/reporting/recording patient information. The next twenty-five units are organized under the following categories: maintaining a clean, safe environment; caring for the personal needs of patients; assisting with nutrition and elimination needs of patients; assisting with treatments and procedures; coordinating and communicating; medical and surgical asepsis; caring for the terminal patient; and administering emergency treatments. Each unit contains instructional modules which are made up of several closely-related tasks. Each module contains a student competency sheet (SCS) for each task included in that module. The SCS is divided into three sections: a performance checklist, a competency-based test, and learning activities. Some student competency sheets have extra pages which supplement the text with further information or provide self-check tests. A teacher's guide (CE 022 483) accompanies this document. (BM)

Dendy, Robert F. And Others
Assessment Interviewing for Treatment Planning: Trainer's Manual.
National Drug Abuse Center for Training and Resource Development, Gaithersburg, Md.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.
Pub Date-Dec 78
Contract-271-75-4018; 271-78-4600
Note-188p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Case Records, *Counseling Effectiveness, *Counselor Training, *Drug Abuse, *Evaluation Methods, Interpersonal Relationship, Interviews, Needs Assessment, *Program Development, *Psychometrics, Rational Therapy

The purpose of this trainer's manual is to teach drug abuse counselors: (1) the kinds of background information needed to assess a client; (2) how to interview clients to obtain the necessary information; (3) how to write up a case history; and (4) how to design individualized treatments. This trainer's manual is organized into three major chapters and appendices. The first chapter contains an introduction to the course and describes its purpose. It presents the course goals and objectives, alternate course schedulings, a brief course overview, and a summary evaluation report of the field trials. The second chapter includes training tips that may be valuable to both experienced and inexperienced trainers tips found in this chapter are fairly general, and may be applied to other training activities as well as to the specific training of the AITP. The third chapter contains trainer guidelines a session-by-session account of the mechanics, logistics and techniques to be used in this course. The appendices contain suggestions on alternative methods of evaluating course effectiveness as well as guidelines on how to administer the pretests and posttests of the course. Handouts for the trainees, which the trainer may photocopy for distribution during certain training activities, are included. This section also includes a bibliography and a reference list. (Author)

ED 174 975 CS 004 984

Schwenker, Judyanne

Investigation of the Contextual and Word Identification Strategies of Adult Non-Proficient Readers. Technical Report No. 504.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 79

Grant-OB-NIE-G-78-0217

Note-108p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Students, *Cloze Procedure, *Context Clues, Higher Education, *Language Processing, *Reading Difficulty, *Reading Research, Reading Skills, Remedial Reading, *Structural Analysis, Word Recognition

A study was undertaken to examine the feasibility of a modified cloze format in the assessment of contextual and structural analysis skills and to examine certain factors of language processing among adult, nonproficient readers. The subjects, 69 adults enrolled in remedial reading courses at two technical colleges, were administered either the Adult Basic Learning Exam (ABLE), Level III, or the Nelson-Denny Reading Test, Form C. They were then rank-ordered by reading percentile ranks, and successive matches of four were randomly assigned to four treatment conditions. Depending upon the treatment condition, the subjects were either given skills training or no skills training, and were administered either the cued or uncued versions of the Contextual and Word Identification Measure (CWIM). The results showed that the modified cloze format used in the CWIM was feasible for assessment of certain reading subskills; however, the value of subskill training was not established. Intraword cue information was found to be a significant factor affecting replacement scores, as was the location of the intraword cue with information in the initial position resulting in significantly higher replacement scores than information in the terminal portion of words. Form class identity of deletions was preserved in responses by a majority of subjects in all treatment conditions across the four grammatical categories assessed in the study. (Author/FL)

ED 175 040 CS 205 081

Friedlander, E. Jay

Jerome and Rohwer Relocation Centers: A Description of a Project of Selected Photographs of Camp Life.

Pub Date-Aug 79

Note-15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Civil Liberties, *Documentaries, History, *Japanese Americans, *Journalism, *Photographs, *Relocation, Research Projects, *United States History

Identifiers-*World War II

Photojournalism research includes the resurrection and editing of historic, seldom-seen photographs. A sample of this kind of research is a project at the University of Arkansas at Little Rock that involves selecting photographic material from a little-seen National Archives collection of pictures from the files of the War Relocation Authority, an agency charged with the removal and incarceration of more than 110,000 Japanese-Americans during World War II. The photographs selected for the project are of two camps in Arkansas, the Jerome and Rohwer Relocation Centers, and show various aspects of the camps and camp life. The project involves the selection of photographic material from the collection and its transference to black and white slides for use in combination with a narrative sound track created from interviews with some of the original photographic subjects. In addition, the project calls for new photographs to be taken of the remains of the camps. (MKM)

ED 175 108 EA 012 012

Mitiguy, Nancy
The Rich Get Richer and the Poor Write Proposals.
Massachusetts Univ., Amherst.; Massachusetts Univ., Amherst. Cooperative Extension Service.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date-78
Note-156p.; For related documents, see EA 012 010-017 ; Document prepared through the Citizen Involvement Training Project
Available from-Citizen Involvement Training Project, 138 Hasbrouck, University of Massachusetts, Amherst, Massachusetts 01003 ($5.00, subject to change, plus postage; quantity discounts)
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Change Strategies, *Citizen Participation, Community Planning, *Community Programs, *Federal Aid, Foundation Programs, *Fund Raising, Program Development, *Program Planning

This manual is intended to help citizen groups set up their own on-the-job training activities, tailored to their own individual needs, issues, learning styles, and experiences. Specifically, it discusses the development of strategies and skills for fund raising for citizen groups. Chapters are written chronologically, from the first step in the fund-raising process through the last. Each chapter is then divided into a series of substeps that usually are required to accomplish a step. Topics discussed range from steps in the fund-raising process to actual sources of funding, for example, community organizations, churches, foundations, corporations, and the federal government. All exercises in the manual appear on single pages so they can be duplicated easily. (Author/LD)

ED 175 128 EA 012 037

Hodgkinson, Christopher

Quasi-Ownership and the Changing Relationship Between Superintendents and Boards.

Pub Date-Jun 79

Note-10p.; Paper presented at the International Congress on Education (2nd, Vancouver, British Columbia, June 17-20, 1979); Not available in paper copy due to light print of original document

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Boards of Education, Elementary Secondary Education, Foreign Countries, Organization, Policy Formation, Political Power, *Superintendents

Identifiers-*Boards of School Trustees, Canada

Although it is usually assumed that the people own the schools and that their will is manifested by boards of school trustees, there is evidence that the "quasi-owners" (not real owners but those who set policy) are educational administrators. If this is so, the reduction of the length of administrative job tenure may be a result of public attempts to curtail administrator quasi-ownership. It also seems logical that if administrators are quasi-owners of the schools, they ought to upgrade their credentials in such areas as policy analysis, philosophy, economics, and political science. To some extent, this is now happening. It also follows that quasi-ownership by school administrators may distort the trustee role into one of quasi-membership. The trustee must struggle to restore the healthy dialectic of tension and redress the imbalance between interest sectors. (Author/JM)

ED 175 150   EA 012 061

Evers, Nancy A.

The Emerging Use of Networks in Education.

Pub Date-10 Apr 79

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Change Agents, *Change Strategies, Delivery Systems, Diffusion, *Educational Change, *Educational Theories, Elementary Secondary Education, Interagency Cooperation, Interagency Planning, *Networks, Organizational Development, Problem Solving, Resource Allocations, *Systems Analysis, User Satisfaction (Information)

As part of a symposium intended to present a conceptual framework for networking and to discuss the implications of network usage for education research and practice, this paper presents a review of the leading change strategies and poses a definition of education change network. Education change network is defined as a linkage structure that has been deliberately created to help the user system solve its identified problems. Its form is composed of linkage relationships, and its function is problem-solving by, and for, the user system through effective use of resources accessed via linkage relationships. (Author/MLF)

Sivage, Carol

Damming the Mainstream: Barriers to the Implementation of an Innovation.

Oregon School Study Council, Eugene.
Pub Date-Apr 79
Note-19p.
Available from-Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 ($2.00; $1.50 prepaid; 10% discount for 10 or more copies)
Journal Cit-OSSC Bulletin; v22 n8 p1-15 Apr 1979
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Conceptual Schemes, Elementary Secondary Education, *Handicapped Children, *Mainstreaming, *Models, *School Organization

The author analyzes mainstreaming (as mandated by P.L. 94-142 the Education for All Handicapped Children Act) from an organizational perspective and maintains that resistance to the demands of mainstreaming is both natural and predictable. Mainstreaming terms are defined, an historical perspective is offered, and hypothetical case studies of handicapped children are given to illustrate representative school programs in three different time periods. Finally, a mainstreaming model is offered which looks at five factors that serve as facilitators and prohibitors of change: relative advantage, compatability, complexity, trialability, and observability. Ways to overcome barriers to mainstreaming (such as build a reward system) are also considered. (SBH)

ED 175 215 EC 120 215

Resource Guide to Applied Basic Skills.

Georgia Univ., Athens. Center for Educational Improvement.
Pub Date-78
Note-625p.; Includes Seven Activity Booklets on Communication ; Prepared in collaboration with the Northeast Georgia CESA, Winterville
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF03/PC25 Plus Postage.
Descriptors-*Basic Reading, *Basic Skills, *Communication Skills, Composition (Literary), *Educable Mentally Handicapped, Elementary Secondary Education, Expressive Language, Mentally Handicapped, *Money Management, *Number Concepts, Receptive Language, Resource Guides, Skill Development, Teaching Methods, *Time, Writing Skills

Designed for instruction of mainstreamed educable mentally retarded (EMR) students in kindergarten through grade 12, the resource guide covers quantitative and communication subject areas. Minimal skill sequences are listed for primary, elementary, middle, and secondary age levels for the following quantitative topic areas: clock time, calendar use, money, temperature, weight, volume, velocity, fitting size, and length area. Communication skill sequences cover the following topics (sample subtopics in parentheses): receptive skills (reading decoding, reading comprehension); thinking; expressive skills (oral vocabulary, content, handwriting, and composition). Among appendixes are three informal reading inventories and a basic math skill sequence. Seven accompanying booklets list activities to promote the acquisition of basic communication skills. (CL)

ED 175 278 FL 010 625

Banks, James A.

Multiethnic/Multicultural Teacher Education: Conceptual, Historical, and Ideological Issues.

Pub Date-79

Note-42p.; Paper presented at the American Association of Colleges for Teacher Education, Institute on Multiethnic Studies for Teacher Education (Dallas, Texas, February 8-10, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Acculturation, *Cross Cultural Training, Cultural Awareness, *Cultural Interrelationships, *Cultural Pluralism, Curriculum Planning, Educational Innovation, Educational Policy, *Ethnic Groups, Ethnology, Intergroup Education, *Multicultural Education, Subculture, *Teacher Education

Most reforms related to pluralistic education have been rejected by mainstream American educators primarily for ideological reasons. The fading of the intergroup education movement of the 1940s and 50s is an instance of the failure of educators to internalize the philosophy of multiethnic and multicultural education. The positions of mainstream and pluralistic educators are derived from incomplete analyses of the nature of ethnicity in America. Neither extreme assimilationist nor extreme pluralist ideology can effectively guide curriculum reform. A multiethnic ideology, on the other hand, suggests specific goals for curriculum reform by analyzing the structure of ethnic subcultures embedded in the mainstream American culture. This analysis suggests, for instance, the goal of cross-cultural competency, or the capacity to be at home in a once unfamiliar culture. The relationship of ethnic to mainstream American culture is illustrated with diagrams. (JB)

ED 174 748 CE 016 878

Dreyer, Ronald C. Smith, Brandon B.

Vocational Education Research and Development Priorities for Minnesota. 1976-77 Minnesota Survey of Vocational Education Needs.

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

Pub Date-Apr 78

Note-71p.; The questionnaires in this document may not reproduce well due to small print

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Educational Research, *Industrial Personnel, *Needs Assessment, Planning, *Research Needs, *Research Problems, Resource Allocations, Surveys, Teacher Attitudes, *Vocational Education, *Vocational Education Teachers

Identifiers-*Minnesota

A study was conducted to determine the research and development priorities for Minnesota as perceived by vocational educators and selected groups of industrial personnel trainers and to determine to what extent research and development priorities have changed during the past seven years. A total of 998 vocational educators and 364 industrial personnel having responsibilities related to personnel training responded to a survey questionnaire. The survey questionnaire, which contained forty-nine items related to research and/or development activities, requested respondents to rate the item's criticalness of need for research. Survey items were obtained from a similar national survey of vocational education priorities conducted by the Center for Vocational and Technical Education at Ohio State University. Findings indicate that in general, vocational educators and industrial personnel prioritized the items in a similar fashion. The two highest rated items were (1) provide opportunities for all vocational students to acquire the basic skills (e.g., reading, communication, math) required for coursework and jobs and (2) improve opportunities for inservice vocational personnel to renew and expand their competencies. (The survey instruments and data analysis information are appended.) (Author/LRA)

ED 174 932 CG 013 737

Barrios, Billy A. And Others
Effectiveness of Coping Skills Training in the Management of Test Anxiety.
Pub Date- 76
Note-13p.; Table of marginal legibility
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change, College Students, *Coping, Females, *Progressive Relaxation, *Self Control, *Skill Development, *Testing Problems, Training Techniques
Identifiers-*Test Anxiety

Cognitive and conditioning models of cue-controlled relaxation as well as the relative efficacy of applied relaxation and cue-controlled relaxation in alleviating test anxiety were investigated. Test anxious subjects (N 18) received either applied relaxation, cognitive cue-controlled relaxation, or conditioned cue-controlled relaxation. Between group analyses revealed no differences among the conditions on any of the behavioral and self-report measures thus supporting the conditioning model of outcome effects. Within group comparisons indicated highly significant pre-post changes, with applied relaxation subjects demonstrating the greatest improvement. (Author)

ED 175 018 CS 205 057

Hachten, William A.
The Black Journalist in South Africa.
Pub Date-Aug 79
Note-20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Black Employment, Black Leadership, *Black Role, *Equal Opportunities (Jobs), Foreign Countries, Freedom of Speech, *Journalism, Newspapers, *News Reporting, News Writing, Press Opinion, Professional Associations, *Racial Discrimination
Identifiers-*South Africa

The role of the black journalist in South Africa is contradictory, precarious, and permeated with politics. There is little freedom of expression for blacks in South Africa, yet white-owned newspapers have expanded their coverage of black news, and some have special editions for black readers. As a result, the English language press is using more black reporters and is often quite dependent on them since they can sometimes go into areas where white reporters are not welcome. A hazard for black journalists is the constant threat of being arbitrarily harassed, beaten, or jailed without charge by police. Other complaints of black journalists are that blacks are employed at lower salaries or as stringers on a modest retainer without employee benefits. A separatist movement is growing that pits black journalists against their white liberal friends. The Writers Association of South Africa, an organization of black journalists, has assumed a separatist stance and asks for equal pay and full recognition for black journalists, more and better training for blacks, more voice in editorial policy, and black editors of township editions. (MKM)

ED 175 083 CS 502 580

Dodd, David H. Housel, Thomas J.

Memory for Discourse: The Effects of Inferences about the Speaker's Intentions.

Pub Date-May 79

Note-13p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Cognitive Processes, Communication (Thought Transfer), Discourse Analysis, *Information Sources, Information Theory, *Memory, *Psychological Studies, *Recall (Psychological), *Speech Communication

Identifiers-*Communication Research

A listener's inferences about why speakers say what they do can influence what the listener remembers. Psychologists studying memory for discourse have neglected to give attention to the source of the information to be remembered. In a study to determine what effects adding information has on remembering initial discourse, subjects listening to taped interviews seemed to alter their memories in accord with what they thought really happened, based on assumptions drawn about the speakers. Additional experiments designed to test this source brought similar results. Listeners in ordinary contexts incorporate what they know about the speaker and what they can infer about that speaker's intentions into the actual facts stored in memory. (AEA)

PIE Project: Preschool Instruction for the Exceptional. Project Report: 1977-78.

Bergen County Region III, Closter, N.J. Council for Special Education.; Northern Valley Administrators Association, Closter, N.J.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-77p.; Document has marginal print and may not reproduce well in hard copy
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Behavior Development, Coping, *Educational Objectives, *Handicapped Children, Individualized Programs, *Intervention, Mainstreaming, *Parent Education, *Preschool Education, *Program Evaluation, Skills
Identifiers-*Preschool Instruction for the Exceptional

The report focuses on the objectives of the Preschool Instruction for the Exceptional (PIE) program, an early intervention program designed to help handicapped children function more effectively and help parents understand their child's special needs. It is explained that the primary goal of PIE is to have each child enter the mainstream of education with increased competency in educational skills and coping behavior. The following five objectives are described and evaluated: (1) identification and diagnosis of preschool handicapped children (ages 3-5 years), (2) continuation of the development of a transdisciplinary team and learning environment that is responsive to each child's needs, (3) development and implementation of personalized programs for prescriptive teaching, (4) involvement of parents of handicapped children in their child's personalized program, and (5) implementation of community outreach to facilitate mainstreaming of the children. Over half of the document consists of appendixes such as the PIE brochure, the PIE Parent Questionnaire, the Coping Questionnaire, and PIE year-end evaluation report. (Author/PHR)

ED 175 257 FL 010 481

Wolfe, Susan J.
Patriarchal Paradigms for Language Change.

Pub Date-78
Note-27p.; Expanded version of a paper presented at the annual meeting of the Modern Language Association (New York, December 27-30, 1978)
Pub Type- Collected Works - General (020) - Guides - General (050) -
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cultural Factors, *Diachronic Linguistics, *Etymology, *Females, Feminism, Indo European Languages, Language Usage, Language Variation, *Semantics, Sex Role, *Sex Stereotypes, Social Change, Social History, Sociocultural Patterns, Sociolinguistics

Studies in the development of sexist language can provide insights into diachronic change in word meanings. Since semantic features are intimately related to the cultural and social matrices they represent, semantic change can be predicted on the basis of cultural constants as well as cultural changes. Prehistoric cultures can be reconstructed by studying prehistoric language, using lexicons to support archeological findings or to draw independent conclusions about cultural values. Evidence from the lexicons of Indo-European languages suggests that Indo-European culture culture may not have been as unremittingly patriarchal as some historical linguists believe. Research on sexism in language and on the sexist bias of linguists suggests that we can increase the predictive and analytical power of historical semantics if we investigate language within a feminist paradigm. For example, the tendency of terms designating women to undergo pejoration can be rendered predictable by examining the pejoration process as a function of the self-image of men who dominate society and therefore its language. Similarly, the emergence of gender-specific pronouns in English may have resulted from male attribution of an inferior state of being to women. (Author/JB)

ED 175 318 HE 011 588

Clouse, R. Wilburn

The Perceived Role of an Administrator in a Multidisciplinary Research, Training, and Service Center Within a University Structure.

Pub Date-May 77
Note-93p.; PhD in Educational Administration, George Peabody College for Teachers
Pub Type- Reports - Research (143) - Dissertations/Theses (040) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrative Personnel, *Administrator Role, Comparative Analysis, Educational Administration, *Interdisciplinary Approach, Interpersonal Relationship, Management, *Organizational Theories, Organizations (Groups), Power Structure, Research, *Research and Development Centers, *Research Directors, Role Conflict, *Role Perception, Social Relations, Social Science Research, Universities

The role of administrators serving in national centers established by the federal government to encourage and foster research, training, and service is investigated. Two national programs specifically examined in this report are centers for mental retardation research and human development, and university-affiliated training centers. The research was designed to determine the major functional role of the national center administrator, and to identify techniques to improve organizational structures and establish guidelines for the training of multidisciplinary administrators. A general overview of role theory is provided as well as a list of related terms and definitions. Role theory and role-set concepts related to administrators are applied to both the university and national center settings. Ten hypotheses were devised and a sample of 316 research administrators and directors were surveyed. Directors and administrators indicated similar role expectations as did governmental staff and administrators. Directors of graduate school programs and administrators indicated dissimilar role expectations in management areas. Coordinators of state programs and community development directors expressed similar administrative role expectations. Three major areas are suggested in which further research can aid in the development of role theory as it relates to the administration of multidisciplinary and interdisciplinary research training and service. The survey instrument, and a list of questionnaire review board members and test sites are appended. (SF)

ED 174 784 CE 022 241

Departments of Labor and Health, Education, and Welfare and Related Agencies Appropriations for Fiscal Year 1980. Hearings before a Subcommittee of the Committee on Appropriations. United States Senate, Ninety-Sixth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Appropriations.

Pub Date-79

Note-538p.; Not available in hard copy due to small print

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors-Agencies, *Budgeting, Federal Aid, *Federal Legislation, *Organizations (Groups)

Identifiers-*Department of Health Education and Welfare, *Department of Labor

Presented is testimony given before the Subcommittee of the Senate Committee on Appropriations regarding the Departments of Labor and Health, Education, and Welfare and related agencies appropriations for fiscal year 1980. Statements are included from representatives of such agencies and organizations as the United Transportation Union, the General Accounting Office, and the National Foundation for Infectious Diseases. (JH)

ED 174 888 CG 013 677

Behavior Modification: A Curriculum for Instructors.

San Antonio State Hospital, Tex. Office of Education Services.
Spons Agency-Texas State Dept. of Mental Health and Mental Retardation, Austin.
Pub Date-Apr 77
Note-535p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF02/PC22 Plus Postage.
Descriptors-Behavioral Objectives, *Behavior Change, *Contingency Management, *Institutionalized Persons, *Institutional Personnel, Institutions, *Mentally Handicapped, Methods, *Staff Improvement

This set of training modules presents a general curriculum which addresses the theory, principles and procedures of behavior therapy modification techniques. It is meant to be used in a variety of hospitals, schools, and human development centers; thus it represents a common core of training upon which individual settings can build to provide staff training appropriate to their particular needs. The modular format presents the instructor with a complete training package,'' including a comprehensive lesson plan, a programmed student handout, a quiz, a solution to the quiz, and supporting audiovisual materials. The 13 modules cover such topics in behavior modification as learning principles, measurement and evaluation, schedules of reinforcement, specific techniques, token economies, the use of punishment, and suggestions for setting up a behavior modification program. (Author/BP)

ED 174 953 CS 004 937

Vinsonhaler, John F.
The Consistency of Reading Diagnosis. Research Series No. 28.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-400-76-0073
Note-33p.
Available from-The Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, Michigan 48824 ($2.25)
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Decision Making, *Educational Diagnosis, Oral Reading, *Problem Solving, Reading Clinics, Reading Comprehension, *Reading Diagnosis, Reading Difficulty, *Reading Research, Remedial Instruction, Research Methodology

In a study of reading clinicians' collection and diagnosis procedures, three types of clinical agreement were examined: group agreement, intraclinician agreement, and interclinician agreement. Eight senior and respected practicing clinicians were involved in the study, which used simulated cases of reading problems based upon real cases. The problems represented included sight word deficiencies, inadequate structural and phonetic analysis skills, inadequate fluency of oral reading, and poor comprehension. The same four-step procedure was used for each case run. First, the subjects were given instructions and practice with a sample case. Second, there was an observational session in which the subjects collected data. Third, the subjects prepared a written diagnostic and remedial report, and fourth, there was a ``debriefing'' session in which the subjects underwent stimulated recall. Each clinician received three simulated cases at one-week intervals. The first and third were equivalent forms of the same case. The results indicated that in diagnosing reading cases, reading clinicians do not agree very well with themselves or with other clinicians. (Appendixes contain a discussion of the inquiry theory and the research agenda.) (FL)

ED 174 998 CS 205 027

Schechter, Harold Semeiks, Jonna Gormely

Patterns in Popular Culture: The Use of Popular Art in the Composition Course.

Pub Date-Apr 79

Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *Course Content, Higher Education, *Popular Culture, Student Interests, *Teaching Techniques, *Writing Exercises

Identifiers-*Archetypes

The popular arts are useful resources in college composition courses both because of their appeal for students and because they embody the fundamental patterns, or archetypes, found in myths, fairy tales, and classic literature. The nine basic archetypes examined in certain composition classes at Queens College (Flushing, New York) are the Shadow, the Trickster, the Temptress, the Good Mother, the Wise Old Man, the Helpful Animal, the Holy Fool, the Quest, and Rebirth. Students can find examples of such archetypes for example, the Shadow, which is one of the easiest to recognize and to understand in classic literature, television shows, myths, and popular songs. Students can participate in a variety of composition activities related to the popular arts, including studying and writing about language techniques employed in the popular arts, writing about situations involving their personal shadows'' (the sides of themselves that they fear and try to hide), discussing and writing about the shadow'' of the United States, writing about the portrayal in rock music of woman as Temptress, and writing short essays about the archetypal patterns in specific rock songs, fairy and folk tales, advertisements, comic strips, and myths. (GT)

ED 175 085 EA 011 822

Hultman, Kenneth E.
The Path of Least Resistance. Preparing Employees for Change.
Pub Date-Jun 79
Note-151p.
Available from-Learning Concepts, 2501 North Lamar, Austin, Texas 78705 ($14.95)
Pub Type- Books (010) - Guides - General (050)
Document Not Available from EDRS.
Descriptors-*Adoption (Ideas), *Beliefs, *Change Strategies, *Changing Attitudes, *Employees, *Values

This book discusses specific ways managers and supervisors can initiate change among their employees, understand resistance to change, and gain employee cooperation. It outlines techniques for preventing resistance, quickly detecting it when it arises, identifying its causes, and designing strategies to effectively reduce it. The book also attempts to describe in detail ways in which employees' current beliefs and values may cause them to resist change. Several case studies are included at the end. (Author/LD)

ED 175 237 FL 009 161

Van Slype, Georges

Second Evaluation of the SYSTRAN Automatic Translation System. Final Report.

Commission des Communautes Europeennes (Luxembourg).

Pub Date-78

Note-130p.; Some pages may be difficult to read due to poor reproducibility of original documents; appended tables have been omitted due to small print in original document

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Agriculture, *Computational Linguistics, Data Processing, Editing, English, *French, *Information Processing, Information Retrieval, *Machine Translation, Programed Texts, *Translation, Vocabulary

Identifiers-*SYSTRAN System

The machine translation system SYSTRAN was assessed for translation quality and system productivity. The test was carried out on translations from English to French dealing with food science and technology. Machine translations were compared to manual translations of the same texts. SYSTRAN was found to be a useful system of information processing, but resulting translations still required much human revision. An assessment of machine translation quality put average intelligibility at 78%. It was found that, while fewer than 5% of the words in the manual translations required revision, over one-quarter of all words in the machine translations had to be corrected. The methodology and results of the evaluation are described in detail, with much data presented in tabular form. (JB)

ED 175 289 HE 010 907

Draves, Bill, Ed. MacRunnels, Cathy, Ed.

The Free Manual. A National Guide to Operations of a Free University. First Edition, Summer 1978.

Kansas State Univ., Manhattan. University of Man.

Spons Agency-Free Univ. Network, Manhattan, Kans.; Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C..

Pub Date-78

Note-446p.; For related documents see HE 010 905-906

Available from-Free University Network, 1221 Thurston, Manhattan, KS 66502 ($35.00)

Pub Type- Reference Materials (130) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Organization, Catalogs, College Administration, *College Planning, Community Involvement, Curriculum Development, *Educational Alternatives, Educational Facilities, Educational Finance, Educational Philosophy, Evaluation Methods, *Experimental Colleges, Financial Support, Fund Raising, Higher Education, *Innovation, Legal Responsibility, Models, Publicize, Relevance (Education), Staff Improvement, Teacher Selection, Universities, Volunteers

Identifiers-*Nontraditional Education

The operations of a free university are detailed in this manual. The first section gives background information on the funding, explains the design of the manual, and lists contributors to the guide. The second section on starting a free university includes chapters in areas such as models of a free university, community education programs, and a communiversity'' interest survey. The chapter on designing the class session explores the importance of planning ahead. The recruiting teachers section discusses keeping teachers, providing them with adequate information, and getting unique and creative class ideas. The production of an attractive catalog and catalog distribution are described, and separate sections explore registration and publicity. Evaluation, including sample evaluation forms, is described as is the selection and coordination of staff and the use of volunteers. Finances, including sample budgets and information on funds and fund raising is surveyed, followed by a section on identifying ways of obtaining free or inexpensive facilities. A public relations section explores community involvement, and a final chapter on management techniques considers such areas as reports, organization and program evaluation. Legal matters, rural and small town communities, learning networks, and special projects are also addressed. The manual is arranged in a looseleaf format to allow for the inclusion of chapters at a future time. (PHR)

ED 174 804 CE 022 357

Product Safety, It's No Accident. A Consumer Product Safety Monthly Planning Guide for Community Organizations.

Consumer Product Safety Commission, Washington, D.C.
Pub Date- 79
Note-39p.
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Accident Prevention, *Community Education, Community Organizations, *Community Programs, *Program Planning, *Safety Education
Identifiers-*Product Safety

A consumer product safety monthly planning guide for community organizations is provided. The material is organized into suggested monthly topics with seasonal emphasis. Each section highlights selected information about how to identify potential hazards associated with categories of products. Each section also includes recommendaitons of ways to reduce the risk of injury and a few examples of activities to assist participants in acquiring new knowledge about the topic. Some sections include a partial listing of relevant Consumer Product Safety Commission resource materials. By month the topics are as follow: January winter sports safety, February home safety, March poison prevention, April outdoor power equipment safety and skateboard safety, May playground and bicycle safety, June summer safety, July fireworks safety, August bathroom safety, September workshop safety, October burn prevention, November safe toy buying and babysitting workshop, and December holiday safety. (JH)

ED 175 041 CS 205 092

White-Stevens, Lillian

Adolescent Programs That Work: A National Survey of Successful Educational Programs for Adolescent Students.

New Jersey State Dept. of Education, Trenton.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Note-243p.; Photographs may not reproduce clearly
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Adolescents, Basic Skills, *Career Education, Education, Educational Alternatives, *Educational Programs, Elementary Secondary Education, Environmental Education, Instructional Materials, Language Arts, Mathematics, *Program Content, Program Costs, *Program Development, *Reading Programs, Social Studies, Special Education, Teaching Techniques, Validated Programs

Designed to assist school districts in making meaningful improvements in programs for their adolescent populations, this publication presents descriptions of 64 innovative and successful educational projects developed throughout the United States. The descriptions are classified in five categories: basic skills, including reading, language arts, and mathematics; career education and guidance; environmental education; special education; and special interest programs such as social studies, humanities, alternative schools, affective education, and teacher improvement. The programs are described in a uniform format that includes an overview; discussions of the rationale and development of the program, its essential elements, and its goals and results; replication criteria for materials used; and information about training requirements, costs of implementation, and the contact person involved. An alphabetical index of program titles is appended. (FL)

ED 175 107 EA 012 013

Biagi, Bob

Working Together: A Manual for Helping Groups Work More Effectively.

Massachusetts Univ., Amherst.; Massachusetts Univ., Amherst. Cooperative Extension Service.

Spons Agency-Kellogg Foundation, Battle Creek, Mich.

Pub Date-78

Note-130p.; For related documents, see EA 012 010-017

Available from-Citizen Involvement Training Project, 138 Hasbrouck, University of Massachusetts, Amherst, Massachusetts 01003 ($5.00, subject to change, plus postage; quantity discounts)

Pub Type- Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Citizen Participation, *Communication Skills, Community Organizations, Decision Making Skills, *Group Relations, *Group Unity, Leadership, Listening Skills, Motivation Techniques, Nonverbal Communication, *Organizational Effectiveness, Training Techniques

Identifiers-Facilitating

This manual is intended to help citizen groups set up their own on-the-job training activities, tailored to their own individual needs, issues, learning styles, and experiences. Specifically, it discusses the first steps in group development for members of citizen boards, councils, and grass roots organizations and offers suggestions for improving the way a group functions. The manual begins with a discussion about groups and what unifies them. The text then is divided into eleven sections, beginning with basics such as how to be a facilitator and getting to know the people in a group. Other topics discussed include communicating between group members, observing a group, diagnosing needs, and improving effectiveness. All exercises in the manual appear on single pages so they can be duplicated easily. (Author/LD)

ED 175 151 EA 012 064

Benson, Gregory
The Principal and Contract Management. A Survey Report.
Pub Date-14 Sep 79
Note-9p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes, *Administrator Role, *Collective Bargaining, *Contracts, Elementary Secondary Education, Negotiation Agreements, *Principals, Teacher Administrator Relationship

Responses categorized in this report are from 173 principals to a 20-item survey from about the specific concerns of principals regarding contract management. Topics include attitudes of principals toward the negotiation process, leadership, time allocation, relationships with teachers and union officials, contract provisions, the effect of collective bargaining on educational programs and relations with communities, and the central office role. Findings considered significant are briefly discussed. Among the data are that 44 percent either regularly or sometimes perceived themselves more as a contract manager than an educational leader''; 45 percent have altered their leadership style to accommodate the contractual emphasis; and 63 percent have had to allocate their time differently as the result of collective bargaining and the teacher contract. (MLF)

Patton, James M.

Teachers' Attitudes Toward the Special Needs Students: From Research to Practice.

Pub Date-Apr 79

Note-18p.; Paper presented to the Conference on the New Role of Vocational Educators in Meeting the Needs of Handicapped Disadvantaged Students (Petersburg, Virginia, April 3, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitudes, *Changing Attitudes, Discriminatory Attitudes (Social), Elementary Secondary Education, Futures (of Society), *Handicapped Children, *Models, Peer Acceptance, *Teacher Attitudes

The paper outlines a theoretical framework through which teacher attitudes may be viewed, then examines research and literature on the public's, peers', and teachers' attitudes toward handicapped populations. The practical application of the theoretical considerations and strategies for insuring positive teacher attitudes are offered. Among the models considered are communication models, forced compliance, self confrontation techniques, and early socialization. Finally, a futuristic look at attitudes and their impact on special needs students is presented. (Author/SBH)

ED 175 279 FL 010 667

Snowman, Jack

Effects of Bizarreness and Elaborative Prompts on Children's Pictorial Noun-Pair Learning.

Southern Illinois Univ., Carbondale. Graduate School.

Pub Date- 79

Note-22p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Association (Psychological), Cognitive Processes, *Cues, Elementary School Students, *Learning Processes, Learning Theories, Memory, Nominals, *Paired Associate Learning, *Pictorial Stimuli, *Recall (Psychological), Retention, Verbal Stimuli, *Visual Measures

This study assessed the effects of bizarreness, prompt modality, and prompt type for 144 five and eight year-old children on recognition memory of pictorial pairs. Presentation of stimuli was self-paced, allowing for the collection of study time and response latency data, as well as recording number correct. While both bizarre and nonbizarre forms of elaboration significantly facilitated performance relative to a standard condition, bizarre pair depictions significantly depressed noun-pair learning for five year olds. A reliable difference between bizarre and nonbizarre pairs for eight year olds was not observed. In addition, the combination of nonbizarre pairs and verbal prompts led to increased performance for five year olds, whereas nonbizarre pairs and pictorial prompts led to increased performance for eight year olds. With bizarre pairs, there was no variability attributable to modality for either age group. (Author)

ED 174 766 CE 022 020

Forgione, Pascal D., Jr. Kopp, A. Lee

Curriculum Development Needs for Vocational Education: New and Changing Occupational Areas.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Jan 79

Contract-300-78-0032

Note-313p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-*Curriculum Development, Educational Planning, Employment Opportunities, Employment Projections, *Energy, *Health Services, Information Needs, *Needs Assessment, Occupational Information, Occupational Surveys, Trend Analysis, *Vocational Education

Identifiers-Long Term Health Care, *Occupational Safety and Health

This report describes a study conducted to develop and provide information that would assist national vocational education planners and policy makers in selecting national priorities for curriculum development in specific occupational areas that are changing or are new. Chapter 1 describes the problem and discusses three difficulties in determining the needs for curriculum development. Chapter 2 presents the objectives of identifying the needs for curriculum development in new and changing occupational areas, and it details the three procedures used to meet these objectives. Chapter 3 reports the findings on the occupational area of long term health care, including an anlaysis of factors influencing the economic growth of occupations in the area and detailed reports on five specific occupations. Chapter 4 reports the findings from the ongoing investigations of three other occupational areas (allied health, energy, and occupational health and safety), including an analysis of economic influences and reports on five additional occupations. Chapter 5 provides a general summary for the report. (JH)

ED 174 824 CE 022 433

Lerman, Robert And Others

Concepts and Measures of Structural Unemployment. Technical Analysis Paper No. 64.

Department of Labor, Washington, D.C.

Pub Date-Mar 79

Note-48p.

Available from-National Technical Information Service, Springfield, Va. 22161

Pub Type- Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Economic Factors, incidence, *Labor Force, *Labor Market, *Measurement Techniques, Policy Formation, *Social Distribution, Unemployed, Unemployment

Identifiers-*Structural Unemployment

The meaning and measures of structural unemployment are discussed in this paper. The first section examines the linkages between the concepts of cyclical, frictional, seasonal, and structural unemployment. The next sections analyze measures of structural unemployment based on the view that structural unemployment is substantial during times of high economic activity. Using the concept, the paper derives the distribution of the structurally unemployed. (Although the incidence of structural unemployment is higher among blacks, young, and ill-educated workers, the majority of the structurally unemployed is white, adults, and high school graduates.) The paper concludes by discussing the implications of the structural unemployment numbers for employment and training programs and for other government policies. (JH)

ED 174 844 CE 022 483

Teacher's Guide for Competency-Based Education Curriculum for Nursing Assistant. Second Edition.

Associated Educational Consultants, Inc., Pittsburgh, Pa.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.
Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Pub Date-Apr 79
Note-157p.; For a related document see CE 022 484
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Dental Assistants, Instructional Materials, *Job Skills, Medical Assistants, *Nurses Aides, *Performance Based Education, *Performance Tests, *Teaching Procedures, *Vocational Education
Identifiers-West Virginia

This teacher's guide is designed to accompany the Nursing Assistant Competency-Based Education (CBE) Curriculum which is based on a survey of current practices in West Virginia and a neighboring labor market determining the tasks actually performed by people employed as nursing assistants. The guide is divided into eight major sections. Section 1 presents an explanation of the curriculum and suggested guidelines for use. Section 2 contains definitions of important terms. Section 3 provides a list of competencies organized by the following job titles: nursing assistant/orderly/home health aide; child-care attendant, school; occupational therapy aide; physical therapy aide; psychiatric aide; dental assistant/medical assistant; and licensed practical nurse. Section 4 includes a table of contents for the curriculum units (CE 022 482). Unit tests and answer keys are found in section 5, and a list of references to accompany the curriculum is found in section 6. Section 7 provides the equipment and supply lists. Finally, section 8 contains two appendixes: (1) information on tasks currently performed and the equipment used as determined from the validation survey, and (2) lists of curriculum aids currently used in West Virginia Nursing Assistant programs. (BM)

ED 174 863 CG 013 651

Arreola, Carlos And Others

A Study of the Relationship Between Locus of Control and Satisfaction With Two Vocational Counseling Treatments.

Pub Date- 78
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Autoinstructional Aids, Career Choice, *Career Education, *College Freshmen, Higher Education, *Locus of Control, *Occupational Choice, Question Answer Interviews, Self Actualization, *Vocational Counseling

The relationship of locus of control to undecided college students' satisfaction with a self-administered vocational counseling treatment and an interview-oriented counseling treatment was studied. It was predicted that internally oriented students would be more satisfied with the self-administered treatment, while externally oriented students would be more satisfied with a counselor-mediated treatment. A sample of 160 students was given the Rotter Internal-External Scale, alternately the Self-Directed Search (SDS) or Vocational Preference Inventory (VPI), and a previously used satisfaction questionnaire. No significant relationship was found between locus of control and students' level of satisfaction with either treatment. These findings indicated no support for the hypothesis that locus of control is a discriminating variable mediating satisfaction with a self-administered or an interview-oriented vocational counseling treatment. (Author)

ED 174 933 CG 013 738

Jordan, Valerie Barnes Brownlee, Linda

Summary and Review: Correlational Studies of Piagetian Tasks and Various Measures of Reading Achievement.

Pub Date-Feb 79

Note-15p.; Paper presented at the International Interdisciplinary UAP Conference on Piagetian Theory and Its Implications for the Helping Professions (9th, Los Angeles, California, February 2-3, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Correlation, *Developmental Tasks, Elementary Education, Elementary School Students, *Measurement Instruments, *Performance Factors, *Reading Achievement, Reading Tests, Statistical Analysis, *Student Behavior, *Task Performance

Identifiers-*Piagetian Tasks

The relationship between performance on various Piagetian and reading achievement tasks as examined through 26 correlational studies is reviewed. The following areas of concern are addressed: (1) sample characteristics of the subjects; (2) classification of the Piagetian tasks into five categories of logical operations, spatial concepts, general concrete operational batteries, formal operations, and conservation; (3) classification of reading tests as reading readiness, reading skills, and language tests; and (4) study results indicating a moderate relationship between the two tasks. (Author/HLM)

ED 174 976 CS 004 986

Harper, Betty

The Construction of an Instrument to Measure Elementary Teachers' Knowledge of a Subskills Approach to Teaching Reading. Technical Report No. 501.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 79

Grant-OB-NIE-G-78-0217

Note-189p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Elementary Education, *Elementary School Teachers, *Measurement Techniques, Reading Skills, *Reading Tests, Research Methodology, Teacher Improvement, Teacher Qualifications, *Teaching Skills, *Test Construction, *Test Validity

An instrument to assess elementary school teachers' knowledge of a subskills approach to teaching reading has been developed. In the first phase of the development, an outline of test content was devised and submitted to four reading authorities for evaluation. The second phase involved writing and selecting items for the preliminary test form. Based on the test outline, a pool of multiple choice items was generated and subsequently reviewed by persons knowledgeable in the subject matter area. The items were then revised or replaced based on the reviewers' comments. A further check on content validity was made when knowledgeable persons keyed the items and furnished information for improving the preliminary test form. The third phase involved field testing the preliminary test form with elementary teachers, analyzing and revising the items based on the field tryout data, and reassessing content validity of the revised instrument. In the final phase, the revised instrument was subjected to a field tryout with 104 teachers. The resulting data were examined to determine reliability and content validity. A review of the test development process indicated that it was highly probable that the instrument does demonstrate content validity. This conclusion is based on the cumulative evidence that content validity was built into the instrument from the beginning. (Author/FL)

ED 175 019 CS 205 059

Barwis, Gail Lund

The Newspaper Preservation Act: A Retrospective Analysis.

Pub Date-Aug 79
Note-31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Competition, *Economic Factors, *Federal Legislation, *Journalism, Mass Media, *Newspapers, Trusts (Financial)
Identifiers-*Newspaper Preservation Act 1970

The Newspaper Preservation Act, passed by the United States Congress in 1970, granted special antitrust exemptions to certain newspapers as a means of maintaining the editorial and reportorial independence and competitive nature of the press. However, an analysis of specific cases that have involved the act reveals that, while purportedly designed to maintain two independent editorial voices in a community, the act has been used to eliminate economic competition that might otherwise have been preserved. In addition, the act has not prevented the demise of dual editorial voices in metropolitan areas. Finally, the intent of the act has been distorted by including under its aegis newspapers that are not in probable danger of financial failure. As current antitrust legislation receives close scrutiny by the Congress, a reassessment of public policy regarding the Newspaper Preservation Act would seem to be appropriate as well. (Author/FL)

Howkins, John, Ed.

Videotex: Words on the TV Screen. Viewdata, Teletext and the Rest.

International Inst. of Communications, London (England).
Pub Date-May 79
Note-57p.
Journal Cit-InterMedia; v7 n3 May 1979
Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Broadcast Television, Communications, *Delivery Systems, Foreign Countries, Information Services, *Information Sources, *Information Storage, Information Utilization, Media Technology, Reading Habits, *Telecommunication, *Telephone Communication Systems, *Television
Identifiers-*Videotex

This theme issue focuses on the development of telephone-based videotex systems that use television sets and the telephone with the addition of a simple keyboard to access banks of information available on computers and to receive information in print on the television screen. A series of articles are included on Prestel, a telephone-based videotex service in operation in the United Kingdom; the role of the United Kingdom Post Office as the Prestel carrier; the different ways in which information providers are using the medium; plans for videotex in Canada, France, Japan, and Germany; a chart of the national videotex system; and standardization and regulation of this new media. Possibilities for the future development and uses of videotex systems, also referred to as viewdata, teletext, videotext, and Text-TV, are discussed. (MKM)

ED 175 086 EA 011 823

Mink, Oscar G. And Others

Developing & Managing Open Organizations: A Model and Methods for Maximizing Organizational Potential.

Pub Date-79
Note-284p.
Available from-Learning Concepts, 2501 North Lamar, Austin, Texas 78705 ($16.95)
Pub Type- Books (010) - Guides - Non-Classroom (055) - Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors-Action Research, Adjustment (to Environment), Communication (Thought Transfer), Credibility, Diagnostic Tests, Evaluation Methods, *Management, Management Development, Objectives, Organizational Communication, *Organizational Development, *Organizational Effectiveness, Personal Values, Problem Solving, Values
Identifiers-Managerial Influence, *Open Organizations

This volume offers a theory-based approach intended to create organizations that are both adaptable and stable, sensitive to the needs of constituents, and able to achieve goals productively. It is addressed to those who are interested in identifying and releasing organizational potential. The book begins with a practical working model of the open organization,'' a system in its best or healthiest state. In addition to a general framework for change, the book presents a step-by-step model that may be used by any organization to (1) clarify individual and organization values; (2) study its strengths and weaknesses in depth; (3) define, prioritize, and achieve consensus on its goals; (4) build trust and open communication in work units; (5) build internal structures for ongoing problem-solving; (6) plan a management development program; and (7) evaluate progress. A battery of diagnostic instruments, action tools, and procedural checklists is also included for managers who want to develop a growth program appropriate to the unique needs and opportunities of their organizations. (Author/JM)

ED 175 129 EA 012 038

Fris, Joe

Teachers' Attitudes Toward the Use of Strikes, Mass Resignations, Arbitrators, and So On.

Pub Date-Jun 79

Note-25p.; Paper presented at the International Congress on Education (2nd, Vancouver, British Columbia, June 17-20, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Arbitration, *Collective Bargaining, *Contracts, Elementary Secondary Education, Foreign Countries, *Teacher Attitudes, *Teacher Militancy

Identifiers-*Canada (Alberta), *Canada (Ontario)

The research reported here, on teacher contract negotiations, was conducted in response to the observation that teachers' bargaining agents are frequently uncertain about the aspirations, goals, and commitments of those they represent. It describes a short questionnaire that may be used in teacher contract negotiations to assess what the participants want to negotiate and how much support they would give to various bargaining tactics. In addition, the paper describes the results of the questionnaire distributed among members of teachers' associations in Ontario and Alberta, Canada. Part 1 describes the negotiating tactics that are at the heart of the instrument, primarily reliance on coercion or force. Part 2 describes the attitudes of a sample of teachers in regard to those tactics. Part 3 describes to what extent the attitudes of teachers varied with different contractual matters at stake. Finally, part 4 examines how teachers tend to group the tactics in terms of the different effects they are seen to have. (Author)

ED 175 216 EC 120 216

Cooper, Eugene B.

Understanding Stuttering: Information for Parents.

National Easter Seal Society for Crippled Children and Adults, Chicago, Ill.

Pub Date-Apr 79

Note-33p.

Available from-National Easter Seal Society, 2023 W. Ogden Avenue, Chicago, Illinois 60612 (1-5 copies, $0.35 each plus $0.25 postage and handling; Quantity discounts)

Pub Type- Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Coordination, *Parent Attitudes, *Parent Child Relationship, Psychological Needs, Sex Differences, *Speech Handicapped, Speech Therapists, *Speech Therapy, *Stuttering

Designed for parents of children who stutter, the booklet is intended to help alleviate fears and give suggestions in planning a treatment program (when necessary). Stuttering is the popular term for fluency problems involving repeating or prolonging an unusual number of sounds or hesitating for an abnormally long period of time between sounds. Stuttering occurs in males three times as often as females and appears to run in families. Many children stop stuttering without formal help. Some of the factors which cause stuttering are lack of muscle coordination and emotional stress. The number of disfluencies, the duration of nonfluency, and the avoidance of certain words can all signal the need for help. The speech language pathologist can make a language evaluation to decide if treatment is indicated. Parents are advised to be open about their concerns; to let their child know that they do not blame him/her for the stuttering and are not angry. Different therapy programs, such as drugs and hypnosis are discussed. Addresses of organizations to write to for further information are listed. (PHR)

ED 175 258 FL 010 482

Glad, Diana And Others

A Comparison of English Language Acquisition Patterns in English Monolingual and Bilingual Children.

Educational Testing Service, Princeton, N.J.

Pub Date-Apr 79

Note-24p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Students, Case (Grammar), Comprehension, Elementary School Students, *English, English (Second Language), Grammar, *Language Development, Language Proficiency, Language Research, *Language Skills, *Language Tests, *Language Universals, Linguistic Performance, Linguistic Theory, Primary Education, Second Language Learning, Spanish Speaking

Identifiers-Possessives, *Tense (Verbs), Voice (Verbs)

English monolingual and Spanish/English bilingual children in kindergarten and first grade in 11 states were administered two tests from the EL CIRCO (CIRCUS) battery. The purpose of the study was to determine comparative acquisition of English grammar for kindergarteners and first graders and for bilingual and English monolingual children. Data were sought to support or refute general hypotheses of language acquisition. Data indicate that: (1) comprehension precedes performance in the acquisition of verbal inflections for tense, and tenses are mastered in a specific order; (2) children distinguish between third person possessive adjectives of gender (his and her) before those of number (his and their); and (3) the active voice and the concept of agent are acquired before the passive voice and the concept of object

(agent-object relationship in embedded sentences and passive voice were undifferentiated in bilingual children tested). Data do not support a similar order of acquisition of monolingual and bilingual children of direct and indirect object relationships. In the area of subject-verb agreement, comprehension, but not performance, was undifferentiated in both monolingual and bilingual children. (JB)

ED 174 749 CE 017 960

Martin, Betty B. Quilling, Joan

Missouri Vocational Home Economics Teachers Perceived Use of Instructional Materials.

Missouri Univ., Columbia.

Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Pub Date-30 Jun 78

Note-43p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Curriculum Development, *Home Economics Education, *Instructional Materials, *Perception, Personnel Data, Secondary Education, Teaching Experience, Teaching Skills, *Use Studies, *Vocational Education Teachers

Identifiers-*Missouri

A study was conducted to assess Missouri vocational home economics teachers' perceived use of instructional materials. A survey form, consisting of three sections (personal data, curriculum experience, and curriculum competencies), was sent to the total population of consumer homemaking and occupational home economics teachers in secondary schools in Missouri. Findings from the study include some of the following: many of the respondents had been teaching less than five years; a large number was employed in a school system of more than 900 pupils; more than one-fourth of the respondents reported no awareness of the Midwest Curriculum Consortium; almost half reported attending conferences and/or workshops during a two-year period; kits, visual aids, and curriculum guides were viewed as the major type of curriculum materials preferred to have available; respondents felt they were competent in stating student performance objectives and identifying unit concepts; and respondents felt they possessed the ability to adapt and prepare materials for the local setting. (JH)

ED 174 785 CE 022 263

Smith, Terry R.

On-Site Evaluation of Occupational Education Programs in Illinois. Executive Summary.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-Jun 79

Note-49p.

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Resources, Comprehensive High Schools, Evaluation Methods, Occupational Guidance, Planning, Program Administration, Program Effectiveness, *Program Evaluation, *Program Improvement, School Surveys, Secondary Education, *State Programs, Student Participation, Teacher Evaluation, *Vocational Education

Identifiers-Illinois

The purpose of this study was to evaluate the on-site evaluation phase of the three-phase system for statewide evaluation of occupational education programs in Illinois. The specific problem was to explore the nature of selected changes in the occupational education programs of comprehensive secondary schools over five years and the extent to which these changes may be related to the on-site evaluation process. Data were collected on the fifteen comprehensive secondary school districts in the sample through two questionnaires administered to selected local education agency (LEA) personnel and the on-site evaluation. Among the findings were that (1) both LEA personnel and on-site evaluation team members agreed that there had been improvement in all occupational education program components and that the on-site evaluation had contributed to that improvement; (2) both LEA personnel and team members reported that the on-site evaluations were a beneficial and worthwhile investment of resources, and (3) LEA personnel and on-site team members agreed as to the relative improvement in each of the program components. (CRA)

ED 174 805 CE 022 358

Wegmann, Robert G.

Job Search Assistance: A Review.

Houston Univ., Tex. Clear Lake City Branch.

Pub Date-Jul 79

Note-66p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Employment Interviews, *Employment Programs, Employment Services, Job Application, *Job Market, *Job Placement, *Job Search Methods, *Program Effectiveness, Success Factors, *Unemployed, Vocational Counseling

Identifiers-Employment Security Department of Washington State, Job Factory, Job Finding Clubs, Self Directed Placement Corporation, Work Incentive Program

The purpose of this paper is to review the implications of a series of programs now being conducted throughout the United States which are consciously trying to equip the unemployed with the tools necessary to find work. These relatively new programs are described as demonstrating a high rate of success in helping individuals obtain work within a period of weeks. These programs are also described as relatively inexpensive and effective for a very wide variety of individuals (regardless of age, sex, educational level, race, etc.). Finally, these programs are described as attacking the problem of frictional unemployment, which is defined as the time spent seeking but not finding an existing but unfilled job. Five programs are included in this review: (1) the Job-Finding Club, which started in Carbondale, Illinois; (2) the Department of Labor's Work Incentive (WIN) program, which funded a series of five pilot projects with each site involving a Job Club; (3) the Job Factory, operated by the Cambridge (Massachusetts) Office of Manpower Affairs and funded by CETA (Comprehensive Employment and Training Act); (4) the Self-Directed Placement Corporation, a for-profit corporation on the West Coast; and (5) a series of work orientation programs operated by the state of Washington. Following a brief overview of each program, a discussion of their success is presented in the context of recent research findings on the American job market. Finally, the potential growth of these programs, suggestions for needed research, and implications for public policy are proposed. (BM)

ED 174 887 CG 013 678

Priest, Robert F. Prince, Howard T.

Women at West Point: Their Performance and Adjustment.

Military Academy, West Point, N.Y.

Pub Date-Feb 79

Note-43p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adjustment (to Environment), *Adjustment Problems, Discriminatory Attitudes (Social), *Military Schools, Motivation, *Participant Satisfaction, Peer Relationship, Perception, *Performance Factors, *Self Concept, *Sex Differences

Identifiers-*West Point Military Academy

The performance correlates of perceptions of discriminatory treatment, satisfaction, and self-concept for male and female U.S. Military Academy Cadets in the Classes of 1980 and 1981 were investigated. Numerous instruments were used for data collection, including the Tennessee Self-Concept Scale, the Spence Attitude Toward Women Scale, the West Point Equality Scale, the Military Career Commitment Gradient, the Academy Graduation Commitment Gradient, the Cohesiveness and Conformity Pressures Scale, and the Basic Satisfaction Scale. Data were collected upon entrance to the Academy, after Cadet Basic Training, and after completion of the first academic year. Results indicated that: (1) leadership ratings for women have the same pattern of correlates as those for men, but when the groups are combined, women with the same performance and entrance motivation as men were given higher leadership ratings; (2) the life cycle plans of women are more closely linked to adjustment measures than are those of men; (3) for women, low grades and low peer acceptance were related to high test anxeity; and (4) women perceived greater discriminatory treatment than did men. (Author/HLM)

Making Decisions; Guidelines For the Development of a Drug Education Program.

Kentucky State Dept. of Education, Frankfort. Div. of Program Development.
Spons Agency-Kentucky State Dept. of Education, Frankfort.
Pub Date- 77
Note-274p.; Filmed from colored paper
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Alcohol Education, Audiovisual Aids, *Decision Making Skills, *Drug Education, Elementary Secondary Education, Evaluation Methods, *Learning Activities, Medical Treatment, *Personal Values, *Program Development, State Programs, *Teacher Role
Identifiers-*Kentucky

This guide is designed to provide teachers with concepts and instructional experiences for use in classroom drug education. Teachers are encouraged to develop additional student activities, audio-visuals, and evaluation tools. Activities have been developed to enable students to: (1) increase their knowledge of drugs; (2) develop skills in making decisions about drugs; and (3) clarify their values regarding drug use. There is also a reference section which includes pharmacological information about most drugs of abuse, and a primer on alcoholism. Treatment programs in Kentucky and additional state and national sources of information are listed. (Author/PJC)

ED 174 954 CS 004 938

Duffy, Gerald G. Matheny, William

Measuring Teachers' Beliefs about Reading. Research Series No. 41.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Contract-400-76-0073
Note-25p.; For related document, see CS 004 936
Available from-The Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, Michigan 48824 ($1.75)
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Tests, *Beliefs, *Reading, *Teacher Attitudes, *Test Construction, Test Reliability, Test Validity
Identifiers-*Reading Attitudes

The proposition inventory described in this paper is an efficient and reliable tool for assessing teacher beliefs about reading, which can be viewed both in terms of standard models (such as basal text, linear skills, natural language, interest-based, and integrated curriculum models) and in terms of dimensions of observed teacher decision making. The proposition inventory described yields data relative to both perspectives, measuring both the theoretical and practical domains of a teacher's belief system in reading. Five aspects of the instrument are discussed: the two-year evolution of the measurement concept, the principles reflected in its final form, the procedures and results from validity and reliability measurement efforts, instrument application, and current results. Suggestions are offered regarding uses of the instrument both in future research and in teacher development. A copy of the proposition inventory is appended. (Author/RL)

ED 174 999 CS 205 028

Myer, Bonnie J. F.

Research on Prose Comprehension: Applications for Composition Teachers.

Pub Date-Apr 79
Note-25p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type-*Guides - Classroom - Teacher (052) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), Descriptive Writing, Expository Writing, Higher Education, *Models, *Organization, *Reading Comprehension, Reading Research, Secondary Education, *Structural Analysis, Writing Skills
Identifiers-*Schemata

Research shows that effectively used writing plans (models of text organization) promote understanding of messages and that students can learn to use these plans. Writing plans include overall plans (antecedent/consequent, comparison, description, and response), emphasis plans that highlight certain subtopics, and cohesion plans that refer to the rate at which new information is introduced and how to keep track of old information. Students learn these writing plans by examining magazine articles, advertisements, and other student compositions for their overall organization, subordination structure, signaling, and repetition of concepts. An occasional structural analysis of a writer's typical work also helps to evaluate that writer's overall writing plan and use of rhetorical relationships like emphasis and repetition. Since prose comprehension results from an interaction between the text and the reader's knowledge structures (schemata), distortions and confusions can occur when writers present readers with distorted or unfamiliar writing plans. On the other hand, writers can facilitate understanding of their work by matching appropriate writing plans to particular audiences. For example, with less proficient readers on an unfamiliar topic, several modifications in writing plans might be made, including explicit signaling of both the overall writing plan and the author's perspective, and using many identically worded, overlapping concepts. (RL)

Seagren, Alan T. Geering, Adrian D.

The Preparation of Educational Administrators in Australia: Description and Analysis.

Pub Date-15 Aug 79
Note-31p.; Paper presented at the National Conference of Professors of Educational Administration (33rd, Edmonton, Alberta, August 12-16, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Education, *Curriculum Evaluation, Degree Requirements, *Educational Administration, Foreign Countries, Graduate Study, Higher Education, *Inservice Education, *Organization, Principals, Professional Continuing Education, Teaching Methods
Identifiers-*Australia

The main purpose of this paper is to outline the ways educational administrators are prepared in Australia. Universities and Colleges of Advanced Education (CAEs) provide the formal preparation programs in educational administration. An analysis is made of the types of programs generally offered and the role of the universities and the CAEs. The paper describes several approaches to the inservice education of school administrators undertaken in the various Australian states. In the final section, a critical analysis is made of the preparation of educational administrators in Australia, considering such factors as the curriculum, teaching methodology, inservice education, and the recruitment of educational administrators. (Author/MLF)

ED 175 174 EC 115 075

Kaplan, Marion Atkins, Janice
Model Services for Handicapped Infants.
Pub Date- 78
Grant-G007602066
Note-10p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Delivery Systems, Demonstration Projects, Exceptional Child Services, *Handicapped Children, *Infancy, Intervention, *Parent Education, Preschool Education, *Program Effectiveness
Identifiers-*Model Services for Handicapped Infants

The document describes the Model Services for Handicapped Infants project, a service delivery system which provides families of the handicapped with training and education and provides direct services to handicapped infants. The following program components are addressed: children served, parents served, staff development, and information dissemination. Results of the project are reported in terms of five objectives which relate to the above program components. Listed among accomplishments is that children of participating families showed improvement in their scores on the Bayley Scales of Infant Development. (SBH)

ED 175 195 EC 120 059

Alvir, Claire

The Comparative Effectiveness of Positive Reinforcement Versus Negative Verbal Reinforcement in the Training of Autistic Children to Avoid Self-Inflicted Injury.

Pub Date-Apr 79

Note-19p.; Page 5 may have faint print due to lightness of original type

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Autism, *Behavior Change, Elementary Education, Emotionally Disturbed, Exceptional Child Research, *Negative Reinforcement, *Positive Reinforcement, *Self Mutilation, *Training Techniques

After a brief review of the literature the research proposal focuses on the comparative effectiveness of non-verbal positive reinforcement vs. verbal negative reinforcement in the reduction of self-inflicted injury on 23 elementary age autistic children. In the two phase study each child would be paired by age, sex, length of time in school, developmental placement, verbal communication level, and presence of handicap; one child in each pair receiving positive (the other negative) reinforcement in phase one, and reversed in phase two. The children are to be observed for 10 days, 3 times a day, by two different observers, scoring observed head hitting behavior. A 12 step procedure is outlined, methods of data analysis are proposed, and a time schedule and budget are included. (PHR)

ED 175 238 FL 009 305

Bilingual-Bicultural Education Regulations.

Alaska State Dept. of Education, Juneau. Office of Public Information and Publications.

Pub Date-Nov 77

Note-15p.; Contains photos that will not reproduce well

Pub Type- Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Alaska Natives, *Bilingual Education, Community Involvement, Elementary Secondary Education, *English (Second Language), Language Dominance, Language Instruction, Language Programs, *Multicultural Education, Parent Participation, *Program Development, Second Language Learning, *State Legislation

Identifiers-*Alaska, Bilingual Programs, Limited English Speaking Ability

Regulations adopted in 1977 by the Alaska State Board of Education governing bilingual-bicultural education in Alaska are presented. The procedure for the initial identification of language dominance in students is set forth. Obligations of school districts toward their non-English-speaking students are detailed. Parental and community involvement is specified. Six types of bilingual/bicultural programs are mandated, and criteria for establishing the appropriateness of given programs for a given district are determined. (JB)

ED 175 319 HE 011 590

Gove, Samuel K., Ed. Zollinger, Richard A., Ed.

President's Assembly State Policy Research at the University of Illinois. Final Report.

Pub Date-Feb 79

Note-124p.; Report on an assembly (Crete, Illinois, October 4-6, 1978)

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-College Faculty, *Government School Relationship, Higher Education, *Policy Formation, Public Education, *Public Policy, *Research Opportunities, Research Problems, Research Projects, *State Government, State Legislation, State Universities

Identifiers-*University of Illinois

The activities at the President's Assembly on State Policy Research at the University of Illinois, which was convened to explore a series of questions related to the interaction between universities and the agencies that create public policy, are reported. The report of the assembly, which is a statement representing general agreement among the participants, is included. The following background papers are included in the report: The University and State-Sponsored Research: A Faculty Perspective'' (Marilyn L. Flynn and James J. Stukel); State-University Research Cooperation: A Political Commitment?'' (Noel G. Ebrahim); University-State Legislature Interaction'' (John W. Ahlen); Lessons from a Bureaucrat: Or, If You Want to Help Me, Mind My Mandate'' (Alexander M. Schmidt); A Bureaucrat's Perspective of State and University Policy Linkages'' (Michael A. Belletire); A Try at Research: The Illinois Institute for Social Policy'' (Roy Wehrle); Citizen and State Agency Response to University Research on Public Policy: The Case of Illinois: Today and Tomorrow'' (Rabel J. Burdge and Ruth M. Kelly); The California Policy Seminar: A Description and Related Questions'' (John Cummins); and The Pros and Cons of Cooperative State Government-University Public Policy Research'' (James P. Harnett). The following speeches presented at the assembly are also included: Faculty Research in the Public Policy Domain: An Opportunity Facing the University'' (Peter E. Yankwich); The University and the State: Is There a Public Interest in Their Partnership?'' (Theodore J. Lowi); and Perspectives of State Government-University Cooperation: A Legislator's Point of View'' (John Vasconcellos). (SC)

ED 174 767 CE 022 029

Hafen, Susan DeGrey, Gwen-Ellen
Evaluating Resources for Disadvantaged Students.
Maryland Vocational Curriculum Research and Development Center, College Park.
Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Pub Date-Jun 79
Note-14p.; Not available in hard copy due to reproducibility problems; For a related document see CE 022 030
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Disadvantaged Youth, *Educational Resources, *Evaluation Criteria, Evaluation Methods, Instructional Materials, *Selection, *Vocational Education

The stated purpose of these materials is to help educators accomplish four tasks: (1) identify appropriate'' instructional resources for disadvantaged students in vocational classes; (2) use an objective checklist to evaluate a resource's usefulness'' (a sample checklist is provided); (3) use criteria to evaluate a resource's outstandingness'' (a sample evaluation instrument is provided); and (4) review materials throughly and consistently (a set of reviewer guidelines are provided). Sections in this document include a rationale for evaluating resources, definitions (e.g., disadvantaged persons, target areas, appropriate'' resources, usefulness'', and outstandingness''), considerations for resource evaluation, using the instructional resource checklist for usefulness, using the criterion-based evaluation form for outstandingness'', and implementing review procedures. (JH)

ED 174 825 CE 022 440

Lavin, Richard J.

Massachusetts State College Planning Project for Responding to New Career Opportunities. Final Report.

Merrimack Education Center, Chelmsford, Mass.
Spons Agency-Massachusetts State Coll. System, Boston.
Pub Date-31 Oct 78
Note-226p.; Some sections may not reproduce well due to being printed on dark-colored paper
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Bachelors Degrees, *Career Opportunities, *College Planning, Higher Education, Human Services, Manpower Needs, Special Education, Teacher Education
Identifiers-State Planning

Five studies conducted as part of a state college planning project are presented in this report. Section I provides career choice information for one of the state college compuses (Fitchburg). Section II contains current manpower data (as perceived by Massachusetts superintendents) and perceived needs from the field for career opportunities in education. Section III provides a proposal for generating funds necessary to conduct a comprehensive college-level manpower study. Section IV provides a set of recommendations in the area of special education and human services relating to career opportunities. Finally, section V provides a model whereby three State Colleges link their efforts in improving services in the area of special education training. The appendices include an occupation and career interest survey (Fitchburg State College), a superintendent's employability rating scale, and two interview guides. (JH)

ED 174 864 CG 013 652

Liberman, Dov Gaa, John P.
Androgyny and Moral and Ego Development.
Pub Date-Aug 78
Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adjustment (to Environment), *Androgyny, Behavior Patterns, *Emotional Development, *Measurement Instruments, *Moral Development, *Self Concept, *Sex Role, Socialization
Identifiers-*Bem Sex Role Inventory

Traditionally, masculine'' males and feminine'' females are seen as being the most mentally healthy individuals. Recently this view has been challenged by Sandra Bem and other researchers in the area of sex role identity. Bem (1975) maintains that those individuals whose behavioral and emotional repertoires incorporate aspects of both masculine and feminine behaviors are more likely to display adaptive behaviors across a variety of situations. However, Block (1973) has posited that sex role development proceeds in an invariant sequence through the stages of gender identity and self-enhancement, to stages of conformity to external sex role standards and eventually internalized sex role standards, through stages of sex role differentation and, finally, androgyny. One's sex role orientation would be one aspect of one's general personality development. If this is so, it should be possible to predict an individual's sex role orientation from his or her general personality development. To test this hypothesis, 21 subjects (15 females and six males) were administered the Bem Sex Role Inventory (BSRI) and Loevinger's sentence completion test. Subsequently, all subjects were individually administered Kohlberg interviews of moral development. Since there were not enough subjects to allow the use of sample medians in order to assign subjects to sex role orientation, scores on the masculine and feminine scales as the dependent variables were utilized. No significant results were obtained, probably due to the serious problems surrounding the androgyny instrumentation. Preliminary evidence from a related study also brings into question the validity of self-reports obtained with this instrument. It thus appears premature to dismiss a developmental hypothesis of sex role development. With the resolution of instrumentation issues in this area it is hoped that the development of sex role orientation can be more fully studied from a developmental perspective. (Author/CKJ)

ED 174 934 CG 013 739

Sauser, William I., Jr. And Others

Two-Hundred and Fifty Scaled Incidents of College Classroom Teaching Behavior.

Pub Date-Mar 79
Note-49p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (25th, New Orleans, Louisiana, March 28-31, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Science Research, Behavior Patterns, *Behavior Rating Scales, *College Faculty, College Students, *Critical Incidents Method, *Evaluation Methods, Higher Education, *Student Evaluation of Teacher Performance, *Teacher Behavior, Teaching Quality, Test Construction

A bank of psycometrically sound scaled behavioral incidents of college classroom teaching behavior was developed for use in devising performance evaluation scales, teacher training devices, and policy evaluation questionnaires. Using a combination of the critical incident and retranslation methodologies a set of 720 incident descriptions was reduced, using psychometric criteria, to a 250-item data bank, consisting of 50 items distributed along an 11-point scale of teaching effectiveness, for each of five categories of teacher behavior: relationships with students; ability to present the material; interest in course and material; reasonableness of the workload; and fairness of testing and grading. College students (N 448) taking courses in psychology at a large southeastern university participated in the development of the item bank. (Author)

ED 175 020 CS 205 061

Hughes, Theone

What the British Tell the U.S. about Writing & Reading.

Pub Date-Oct 78

Note-21p.; Paper presented at the Annual Great Lakes Regional Conference of the International Reading Association (3rd, Cincinnati, Ohio, October 12-14, 1978).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *Cross Cultural Studies, Elementary Education, Foreign Countries, Integrated Curriculum, Language Arts, Language Development, *Language Research, *Reading Comprehension, Reading Instruction, *Reading Research, Sentence Combining, Syntax, Verbal Ability, *Writing Skills

Identifiers-England, *Syntactic Maturity

A cross-cultural study of British and United States elementary school children's writing and reading, looking in particular at the comparative growth of syntactic maturity in the two countries as the key to both processes and the link between them, is described in this report. Five hundred sixteen children in 19 classrooms in the Nottingham area of England and in the Kalamazoo, Michigan, area were secured from two socioeconomic levels, with schools in the two areas matching according to level. Two age groups were chosen, children aged 8 and 9 and those aged 10 and 11. All children were given two sentence-combining instruments, and one piece of free writing was collected from each child. Results of the research indicated that the average time spent in writing for British children was nine and one-fourth hours per week against the average for U.S. children of one and one-third hours per week. British children were found superior to U.S. children in syntactic maturity, as evidenced in their writing; upper socioeconomic level was a more important factor in promoting syntactic maturity in British children; British children wrote longer compositions and ones of higher quality; and in both countries reading comprehension percentiles obtained from standardized tests correlated highly with syntactic maturity scores, in spite of the fact that British schools spent little time on reading skill instruction. (MKM)

ED 175 042 CS 205 094

Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International," November 1978 through June 1979 (Vol. 39 Nos. 5 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-16p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Basic Education, *Biculturalism, *Bilingualism, *Communication Skills, Cultural Factors, Dialects, Doctoral Theses, *Educational Research, Elementary Secondary Education, English (Second Language), English Instruction, Higher Education, Language Processing, *Language Usage, Listening Comprehension, *Minority Groups, Oral Reading, Reading Research, Speech Communication

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with the following topics: the language, communicative styles, and speech patterns of blacks and non-blacks; the prereading concept acquisition of Spanish-dominant kindergarten children; the self-concept and cross-cultural awareness of Greek-American students; language and reading factors as indicators of achievement in science and social studies for bilingual students; the language, cognition, and social attitudes of black children; the reading vocabulary of Pima Indian students; the oral reading miscues of Mexican-American students; oral communication apprehension in bilingual students; first and second language listening comprehension skills; bilingual and cross-cultural referential communication; curriculum decisions concerning Black English; the communicative competence in English of Spanish-speaking children; the self-esteem, reading facility, and bilingual schooling of Puerto Rican students; the code-switching ability of black students; a Cureton reading, Cuisenaire mathematics, and bilingual program; the use of syntactic cues by monolingual and bilingual subjects; self-concept, adult basic education programs, and the Yankton Sioux; the language acquisition of bilingual children; the effects of instruction on Black English speakers; and the educational and social development of Chinese immigrant students. (FL)

ED 175 108 EA 012 014

Gordon, Robbie

We Interrupt This Program . . . A Citizen's Guide to Using the Media for Social Change.

Massachusetts Univ., Amherst.; Massachusetts Univ., Amherst. Cooperative Extension Service.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date-78
Note-129p.; For related documents, see EA 012 010-017
Available from-Citizen Involvement Training Project, 138 Hasbrouck, University of Massachusetts, Amherst, Massachusetts 01003 ($5.00, subject to change, plus postage; quantity discounts)
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiences, *Change Strategies, *Citizen Participation, Interviews, Layout (Publications), Mass Media, *News Media, Newspapers, News Writing, *Publicize, *Public Relations, Radio, *Social Change, Television, Videotape Recordings

This manual is intended to help citizen groups set up their own on-the-job training activities, tailored to their own individual needs, issues, learning styles, and experiences. Specifically, it discusses ways citizens or citizen groups can improve their chances for free access to the media. The theme includes the political, social, and economic realities of trying to use the media as a means of social change. Topics discussed range from choosing a strategy and an audience to working with the electronic and paper news media. All exercises in the manual appear on single pages so they can be duplicated easily. A long list of resource materials is included at the end. (Author/LD)

ED 175 130 EA 012 040

Katz, Stanley S.

Results-Oriented Supervision (for Teachers).

Pub Date-Jun 79
Note-11p.; Paper presented at the International Congress on Education (2nd, Vancouver, British Columbia, June 17-20, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, Elementary Secondary Education, Formative Evaluation, Program Development, *Supervisory Methods, Teacher Administrator Relationship, *Teacher Supervision
Identifiers-*Results Oriented Supervision

Results-Oriented Supervision (R.O.S.) is a system for teacher supervision that focuses more on instructional improvement than on teacher evaluation. The supervisor and the teacher join together to formulate teaching objectives. After a period of implementation, a postconference is held to assess and restate or renew objectives. In the school system described here, implementation of R.O.S. began with teachers and administrators expressing a need for a better supervision system. A committee was formed to investigate supervision systems, and assistance was given by a supervision Task Force made up of central staff, department heads, and teachers. A principals' inservice subcommittee introduced the concept to principals. A coordinating committee implemented the program. After the program had functioned for several years, a review committee assessed the program through questionnaires and interviews. An outline of reactions, conclusions, and recommendations is included in the paper. (Author/JM)

ED 175 217 EC 120 217

DeJong, Gerben

The Movement for Independent Living: Origins, Ideology, and Implications for Disability Research.

Tufts Univ., Medford, Mass. New England Medical Center.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C. Office of Human Development.

Pub Date-Nov 78

Grant-16-P-57856/1-04

Note-77p.; Paper presented at the annual meeting of the American Congress of Rehabilitation Medicine (New Orleans, Louisiana, November 17, 1978)

Available from-University Centers for International Rehabilitation, D-201 West Fee Hall, Michigan State University, East Lansing, Michigan 48824 (No charge)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Civil Rights, Consumer Education, *Handicapped, *Handicapped Children, *Normalization (Handicapped), Personal Adjustment, *Policy Formation, *Political Influences, Politics, Social Adjustment, Trend Analysis

Identifiers-*Independent Living

The paper designed to evaluate independent living for handicapped persons as a social movement, analyze the movement's expression in disability services, and consider the movement's implications for disability research. An initial section recounts the movement's constituency, origins, legislative history, and its relationship to such social movements as civil rights, consumerism, self-help, demedicalization, and deinstitutionalization. Three major assumptions (consumer sovereignty, self reliance, and political and economic rights) of the movement are seen to be central to the movement's ideology regarding free market theory, and the political theory of democratic pluralism. Specific disability services (such as advocacy, attendant care, and peer counseling services) are pointed out as illustrative of the movement's philosophy. The final section proposes an analytic paradigm for independent living which sees that the problem does not reside in the individual but often in the dependency inducing features of the rehabilitation paradigm. Future considerations regarding the role of able bodied persons and pending legislation are addressed. (CL)

ED 175 280 FL 010 678

Savard, Jean-Guy, Ed.

L'enseignement des langues et la realite canadienne (Language Teaching and the Canadian Context).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-78

Note-72p.; Proceedings of the Symposium of the Canadian Association of Applied Linguistics (8th, Banff, British Columbia, May, 1977); The Language Teacher as Representative of the Culture'' by D.L. Petherbridge is not included because it appears elsewhere; See ED 150 841

Language-French; English

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Biculturalism, Bilingual Education, *Bilingualism, Cultural Awareness, *Cultural Context, Cultural Education, Cultural Exchange, Cultural Factors, Elementary Secondary Education, *English, *French, Higher Education, Instructional Materials, *Language Instruction, Language Research, Language Teachers, Material Development, Official Languages, Second Language Learning, Teacher Education, Teaching Methods

Identifiers-*Canada

These proceedings are the result of a recommendation of the Royal Commission on bilingualism and biculturalism in Canada that in second language education in Canada the emphasis should be on the Canadian milieu, not on the foreign language aspect of French and English. The following papers are presented here: (1) Realite culturelle au Canada (Cultural Context in Canada),'' by N. Kattan; (2) Should Beginning Second Language Courses be Taught at University?'' by G. Mills; (3) La realite canadienne et le materiel didactique (The Canadian Context and Teaching Materials),'' by C. Germain; (4) L'enseignement des caracteristiques canadiennes de la langue francaise (Teaching Canadian Characteristics of the French Language),'' by P. Calve; (5) Adaptation du materiel didactique concu pour l'enseignement en langue maternelle a un enseignement en langue seconde (The Adaptation for Second Language Instruction of Instructional Materials Intended for Native Language Instruction),'' by L. Van Toch; (6) La realite canadienne et le professeur de langue seconde (The Canadian Context and the Second Language Teacher),'' by G. Bibeau; (7) English as a Second Language: Canadian, British and American Models of Teacher Preparation,'' by P. Acheson; (8) Les echanges et les stages d'etude en milieu unilingue (Exchanges and Study Sessions in a Monolingual Setting),'' by A. Dagenais; and (9) La realite canadienne et perspectives d'avenir dans l'enseignement des langues secondes (The Canadian Context and Perspectives for the Future in the Teaching of Second Languages),'' by J. Brazeau. (AMH)

ED 175 300 HE 011 087

Progress or Abuse A Choice.'' A Study to Investigate the Need for Legislative and Administrative Actions Regarding Standards of Progress Provisions of the GI Bill and Class Session Requirements of the Veterans' Administration Regulations.

Veterans Administration, Washington, D.C.
Pub Date-Nov 78
Note-393p.; Not available in paper copy due to marginal legibility of original
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Standards, Administrative Change, *Administrative Problems, College Students, Educational Legislation, Federal Aid, Federal Legislation, *Federal Regulation, Financial Support, *Government School Relationship, Higher Education, *Student Financial Aid, *Veterans Education
Identifiers-GI Bill Improvement Act 1977, *Veterans Administration

The need for legislative and administrative action was examined in regard to the GI Bill and the satisfactory progress requirements and the seat-time'' requirements prescribed by regulation. Information is presented on the GI Bill Improvement Act of 1977 (P.L. 95-202), standards of progress of the veteran student, and contact time, or seat time. The current GI Bill provides for discontinuance of educational assistance allowance, if according to the standards and practices of the educational institution, the veteran's progress is unsatisfactory. Contact time, or seat time, refers to the requirement that payment of full-time benefits requires full-time educational activity. Problems have involved nonattendance, withdrawal without penalty, nonenforcement of published standards of progress, or no published standards. It is concluded that the issues involving Standards of Progress and Measurement for Payment Purposes have resulted in a serious deterioration of the relationship between the Veterans Administration and the higher education community. Proposed steps to improve the situation are briefly outlined, and recommendations for legislative and administrative changes are made. Information obtained from a data-gathering project on the GI Bill conducted by William G. Shannon is appended and comprises 342 pages. (SW)

ED 174 845 CE 022 485

Banathy, Bela H. Stigliano, Anthony

A Model for an Instructional Leadership Development Program in Generic Work Skills Curriculum.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-130p.; For related documents see CE 022 487-489 ; Parts may be marginally legible
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Group Relations, *Instructional Staff, Interpersonal Competence, *Leadership Training, Social Relations, Trainers, *Vocational Education
Identifiers-*Generic Work Skills, *Instructional Leadership Development Program

This document is one in a set of four documents which present a personnel development program aimed at improving the competence of instructional leaders in planning and implementing curricula in generic work skills. (Generic work skills are defined as those skills that facilitate the operation of goal-oriented groups involved in the accomplishment of specific tasks that require cooperative interaction among the members of the group.) Divided into seven parts, this document describes the model of the Instructional Leadership Development (ILD) program and contains the specifications for the two instructional development modules and the program implementation. An introduction provides an overview of the ILD model and discusses the relationship between the ILD model and the ILD program. Part 1 presents the program rationale and purpose. Part 2 discusses the behavioral characterization; or that is, the behaviors that are to be acquired by the teacher or instructional leader. In part 3, the target groups for professional leadership development in the generic work skills curriculum are identified, specifying that a priority group be vocational education personnel. Part 4 presents the curriculum structure of the ILD program, including the curriculum domain and organizing concepts. Parts 5-7 present specifications for the curriculum content of the ILD program in generic work skills, specifications for the generic work skills curriculum management, and specifications for the ILD program implementation. (BM)

ED 175 085 CS 502 594

Shedletsky, Leonard J.

Cerebral Asymmetry, Sentence Structure, Mode of Response, and Recognition Latency.

Pub Date-May 79

Note-26p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Audition (Physiology), Aural Stimuli, Cerebral Dominance, *Lateral Dominance, Memory, Neurolinguistics, *Recall (Psychological), Research, *Retention, *Sentence Structure, Speech Communication

Identifiers-*Communication Research

It was reasoned that if the right ear/left brain hemisphere is more efficient than the left ear/right hemisphere at extracting the meaning of a sentence, then verbatim information presented to the right ear may be more difficult to retrieve than verbatim information presented to the left ear immediately after the sentence is heard. This idea was tested on 64 college students with normal hearing, using a Sternberg item-recognition task. Results indicated that sentences presented to the right ear did produce a longer recognition latency than sentences presented to the left ear. The faster left ear response occurred with both a manual and a spoken response. These results were interpreted as support for greater ``depth of processing'' by the right ear/dominant hemisphere than the left ear/minor hemisphere. (Author/RL)

ED 175 087 EA 011 824

Duke, Daniel L., Ed.
Classroom Management. The Seventy-eighth Yearbook of the National Society for the Study of Education. Part II.
National Society for the Study of Education, Chicago, Ill.
Pub Date-May 79
Note-447p.
Available from-The University of Chicago Press, 5801 South Ellis Avenue, Chicago, Illinois 60637 ($13.00)
Pub Type- Books (010) - Collected Works - General (020) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-Ability Grouping, *Class Management, *Discipline Problems, Educational Research, Educational Theories, Elementary Secondary Education, Environmental Influences, Equal Education, Grouping (Instructional Purposes), Handicapped Students, *Misbehavior, Organizational Theories, Paraprofessional School Personnel, Special Education, *Student Behavior, Student Grouping, Student Rights, Teacher Aides, Teaching Methods
Identifiers-Education for All Handicapped Children Act

This collection of essays is intended to give a broad view of what is currently known about the management of classrooms. Contents include Conceptualizing Classroom Management'' by Mauritz Johnson and Harry Brooks; Making Managerial Decisions in Classrooms'' by Walter Doyle; Authority and the Management of Classroom Activities'' by William G. Spady and Douglas E. Mitchell; Task and Authority: A Sociological View of Classroom Management'' by Elizabeth G. Cohen, Jo-Ann K. Intili, and Susan Hurevitz Robbins; Grouping Students for Instruction'' by Robert Calfee and Roger Brown; Classroom Management in the Elementary Grades'' by Jere E. Brophy and Joyce G. Putnam; Problems of Student Behavior in Secondary Schools'' by John Feldhusen; Classroom Instruction and the Matter of Time'' by Lyn Corno; Utilizing Nonteachers in the Instructional Process'' by Beatrice A. Ward and William J. Tikunoff; Classroom Management and the Exceptional Learner'' by Frank M. Hewett and Philip C. Watson; Environmental Influences on Classroom Management'' by Daniel L. Duke; The Rights of Students in the Classroom and School'' by Donald A. Myers; and Perspectives on Theory, Research, and Practice'' by John I. Goodlad. (Author/JM)

ED 174 750 CE 018 405

Stefan, Ann M.
Guidelines for Non-Sexist Vocational Materials. Final Report.
Women on Words and Images, Princeton, N. J.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Pub Date-30 Nov 77
Contract-300-76-0460
Note-33p.; For a related document see ED 153 015 ; Best copy available
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Content Analysis, *Evaluation Criteria, *Guidelines, *Material Development, Program Validation, *Sex Discrimination, *Sex Fairness, *Vocational Education
Identifiers-Bureau of Occupational and Adult Education, Women in Words and Images

The purpose of this project was to develop and validate guidelines which will ensure that vocational materials developed under Bureau of Occupational and Adult Education (BOAE) auspices are free of sex bias. The guidelines serve a three-fold purpose: (1) to provide a guide for development of any materials resulting from BOAE contracts or grants; (2) to provide a checklist for evaluation of any materials developed under BOAE contracts or grants as well as existing vocational education materials; (3) to serve as a guide for the creative use of existing curricula or other materials being used in vocational education classrooms. In order to meet this stated purpose the project scope included development of criteria for acceptability of guidelines and a material analysis instrument. A sampling of commercially and Office of Education produced materials was analyzed and preliminary guidelines were established as a direct result of the analysis. These preliminary guidelines were evaluated by Regional and State Directors of Vocational Education Departments, BOAE funding recipients and the BOAE Project Officer. Reviewer comments were analyzed by Women in Words and Images (WOWI) and a BOAE panel on August 4, 1977. Final guidelines were prepared reflecting this comprehensive review. (JH)

Mayer, Stephen Duval, Shelley

Objective Self-Awareness, Strictness of Standards of Correctness, and Perceived Control.

Pub Date-78

Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Standards, *Individual Psychology, *Locus of Control, *Perception, *Psychological Characteristics, *Self Control, Self Esteem

Prior research has indicated that a person attempts to conform to standards of correctness when objectively self-aware (OSA), suggesting than an OSA person will feel less control than a subjectively self-aware (SSA) person because the standards of correctness restrict the number of preferred outcomes that the causal agent self can produce. The effect of relatively high strictness on standards of correctness was investigated using a fictitious perceptual test purportedly measuring an aspect of intelligence. Subjects were 57 male college undergraduates, who completed a perceptual test while either seated facing the reflective side of a mirror (OSA conditions) or the non-reflective side of the mirror (SSA conditions). With lenient standards, the exposure (OSA) or non-exposure (SSA) to a mirror was then crossed with strict versus lenient standards. Results indicated that subjects in the exposure/strict standard condition perceived less control than subjects in any other condition. (Author)

ED 174 911 CG 013 702

Developments In Aging: 1978; A Report of the Special Committee on Aging United Stated Senate, Ninety-Sixth Congress, First Session. Part 1 and Part 2 (Appendices).

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Pub Date-79

Note-560p.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors-Agencies, Community Education, *Community Service Programs, *Employment Opportunities, *Government Role, Health Needs, Inflation (Economics), *Minority Groups, *Older Adults, *Retirement, Taxes

This report of the Special Committee on Aging of the United States Senate pertains to problems and opportunities of older people, including matters of mainstreaming, health, of assuring adequate income, of finding employment, of engaging in productive and rewarding activities, of securing proper housing, and of obtaining care and assistance. Appendices present the annual report of the Federal Council on Aging and Reports from Federal departments and agencies. (PJC)

ED 174 977 CS 004 989

Abrahamson, Richard F.

Children's Favorite Picture Storybooks: An Analysis of Structure and Reading Preferences.

Houston Univ., Tex. Coll. of Education.

Pub Date- 79

Note-14p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Childhood Attitudes, *Childrens Books, *Childrens Literature, Content Analysis, *Reading Habits, *Reading Interests, Reading Materials, *Reading Material Selection

Identifiers-*Picture Books

Fifty picture storybooks found on the 1979 Classroom Choices list (a compilation of children's favorite titles) were analyzed to find out what structural characteristics children preferred. A taxonomy developed by Gayle Palmer and Jadzia Nakonechny was used to categorize the books. The analysis reveals the following children's preferences: books in which main characters confront a problem and seek a solution; plots that are episodic, revealing the stories incident by incident; plots that focus on characters with different points of view or characters who experience the same thing in contrasting ways; fantasy as the preferred genre, followed by realistic fiction and folktales; books that give animals human qualities; books that contain humorous characters and situations; and books by Tomie De Paola, who has had more books on the Classroom Choices list during 1978 and 1979 than any other author/illustrator. (RL)

ED 175 175 EC 115 093

Ross, Catherine J. And Others

Conference Recommendations on Child Abuse. Report of Representatives from Government, Media and the Academic Community.

Pennsylvania Univ., Philadelphia. Annenberg School of Communications.; Yale Univ., New Haven, Conn. Bush Center in Child Development and Social Policy.

Pub Date-79

Note-54p.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Child Abuse, Corporal Punishment, *Definitions, *Legislation, *Mass Media, Policy Formation, *Prevention, Research Needs

The report presents recommendations from a November, 1978 national conference on child abuse. It is explained that groups of invited representatives from government, social service and public interest groups, the media, and the academic community discussed policies for treatment and prevention of child abuse. Summarized are recommendations on the following topics (sample recommendations in parentheses): defining child abuse (having separate definitions for legal, clinical, social service and research purposes); socially sanctioned abuse (ending corporal punishment in schools); legislation (developing interdisciplinary panels to review local laws); prevention (requiring parent education in school); the communications industries (increasing the use of public service announcements); research issues (integrating research on child abuse into the mainstream of scholarship in established disciplines); and child abuse and broader issues (working for reforms to provide decent medical care and a baseline standard of living for all families). Appended are group discussion guidelines, a list of conference participants, and a summary of child welfare amendments introduced in Congress. (CL)

ED 175 198 EC 120 108

Progress Toward a Free Appropriate Public Education: A Report to Congress on the Implementation of Public Law 94-142: The Education for All Handicapped Children Act.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.-OE-79-05003
Pub Date-Jan 79
Note-216p.; Some print is small and may not reproduce well in hard copy
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Court Cases, *Delivery Systems, Evaluation Methods, Exceptional Child Services, *Federal Legislation, Financial Support, *Handicapped Children, Incidence, *Mainstreaming, *Program Development, Program Effectiveness, *State Programs
Identifiers-Education for All Handicapped Children Act

The report describes the activities of the Bureau of Education for the Handicapped (BEH), and state and local education agencies during the first year of the implementation of Public Law 94-142 (Education for All Handicapped Children Act). The report includes findings from relevant studies and court cases, data provided by states in their Annual Program Plans, and information gathered by members of the staff of the Division of Assistance to States during their monitoring activities. The information was organized around the following six questions which serve as the chapters: Are the Intended Beneficiaries Being Served?'', In What Settings Are Beneficiaries Being Served?'', What Services Are Being Provided?'', What Administrative Mechanisms Are in Place?'', What Are the Consequences of Implementing the Act?'', and To What Extent is the Intent of the Act Being Met?''. About half the report consists of appendixes including the BEH notes and study review, the evaluation plan for the Education for All Handicapped Children Act, the special studies funding history, and extensive tables of data obtained primarily from child counts and states' Annual Program Plans. (PHR)

ED 175 239 FL 010 412

Hofmann, Thomas R.
On Modality in English and Other Languages.
Pub Date-Feb 79
Note-61p.; Best copy available
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Chinese, Connected Discourse, *Contrastive Linguistics, *Descriptive Linguistics, English, French, Japanese, Linguistic Theory, *Models, Morphology (Languages), *Semantics, Sentence Structure, *Structural Linguistics, *Syntax, Verbs
Identifiers-*Modal Auxiliary Verbs

The descriptive contents (cognitive meanings) of the modals can,'' may,'' could,'' might,'' must,'' need,'' ought,'' should,'' compared with paraphrastic verbs and adjectives, motivate two cross-classifying dimensions: logical modality (possibility, impossibility, necessity) and linguistic modality (alethic, probability, authority, obligation, capability, ability, threat). Morphological suppletions and syntactic behavior of these modals verify this 7 x 3 matrix of English modals. The validity of these dimensions and of the terms in them is shown by a high degree of separation: few formatives are ambiguous by this analysis. Other languages such as Chinese and French have similar structures, but differ in the terms of linguistic modality. Logical modality, found in all languages with the same three terms, is based on a semantic atom /Imp/ in combinations with /Neg/. Some exploration of this object is pursued, into the realm of non-truth-functional connectives and the logic governing them. This element accounts for the sentence-connective nature of modals, and is the semantic basis of if'' and because.'' A semantic definition of modality is proposed to account for the common perception of a class of modal verbs in languages where there is no syntactic or morphological motivation. (Author)

ED 175 259 FL 010 489

Guy, Gregory R.

Locating Variation in the Grammar.

Pub Date- 78
Note-8p.; Paper presented at the Annual Meeting of the Linguistic Society of America (53rd, Boston, Massachusetts, December 28-30, 1978) ; Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Descriptive Linguistics, *Generative Phonology, *Grammar, Language Research, Language Usage, *Language Variation, *Linguistic Theory, Plurals, Portuguese, Spanish, *Standard Spoken Usage, *Suffixes, Syntax
Identifiers-*Brazilian Portuguese

A careful examination of the location of variation in the grammar is advocated as opposed to attempts to cover linguistic generalizations with a single rule. Such an examination may lead to non-deterministic solutions, since there may be two distinct possible derivations for a single surface structure. For instance, in Portuguese, the variation found in the phrase ``as casa branca'' could result from plural marking throughout followed by deletion of the final two -s's, or from non-application of the plural marking rule in the case of one or both of the last two words. A multiple rule solution may provide no way of distinguishing which rules did or did not apply to produce a given utterance. This approach, unlike extremely complicated rules which attempt to cover all variations, honors the basic concept of separate grammatical levels. (Author/JB)

ED 174 786 CE 022 274

Health Occupations Education. Health Services Careers.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Note-885p.; Colored pages may not reproduce clearly

Available from-State Department of Vocational & Technical Education, Curriculum and Instructional Materials Center, 1515 W. 6th Ave., Stillwater, Oklahoma 74074 ($17.00, Teacher; $10.00, Student)

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.

Descriptors-*Anatomy, Behavioral Objectives, Cardiovascular System, Community Health, *First Aid, *Health Occupations Education, Health Personnel, Health Services, *Job Skills, Microbiology, Nutrition, *Occupational Information, Patients (Persons), *Physiology, Success Factors

Identifiers-Digestive System, Endocrine System, Genitourinary System, Health Occupations Students of America, Respiratory System, Skeletal System

Twenty-four units on health service careers are presented in this teacher's guide. The units are organized into four sections as follow: Section A Orientation (health careers, career success, Health Occupations Students of America); Section B Health and First Aid (personal health, community health, and first aid); Section C Body Structure and Function and Applied Skills (microbiology, basic concepts of physical sciences, endocrine system, genitourinary system, respiratory system, musculoskeletal system, nervous system, digestive system, and circulatory system); and Section D Basic Health Assistant Skills (nutrition, patient cleanliness, patient environment and bedmaking, body mechanics and positions, vital signs, medical asepsis, surgical asepsis, isolation technique, and observation and recording). Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer keys are provided); and objective tests with answer keys. (JH)

ED 174 955 CS 004 939

Evans, Thomas E. Byers, Joe L.

Teacher Judgment of Chilren's Reading Preferences. Research Series No. 38.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Contract-400-76-0073
Note-30p.; Small print may be marginally legible
Available from-The Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, Michigan 48824 ($2.00)
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Content Analysis, Elementary Education, Predictive Measurement, Predictive Validity, Reading Achievement, *Reading Instruction, *Reading Interests, Reading Materials, *Reading Material Selection, *Reading Research, *Student Needs, Teacher Role, Teaching Methods, Teaching Skills

This paper views the assignment of reading materials to individual students as an important clinical judgment task that may significantly affect reading achievement and contends that the first step in any attempt to model clinical judgment is to identify an ecologically valid set of cues for the judgment tasks. It discusses four methods used for this purpose that resulted in a list of 29 book characteristics that were predictive of both student reading preferences and teacher judgments across grades kindergarten through six. It presents evidence for the reliability and validity of this cue list and discusses follow-up research on improving the accuracy of teacher judgment for this task. (Author)

Scott, Myrtle Eklund, Susan J.
Ecological Methods in the Study of Administrative Behavior.
Pub Date-12 Apr 79
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Personnel, Behavioral Science Research, *Ecology, Elementary Secondary Education, *Ethnography, Field Studies, *Observation, *Research Methodology, Research Needs
Identifiers-*Ecological Research

Qualitative/naturalistic inquiry intends to discover whatever naturally occurring order exists rather than to test various theories or conceptual frameworks held by the investigator. Naturalistic, ecological data are urgently needed concerning the behavior of educational administrators. Such data can considerably change the knowledge base of the field and may also speak to such operational concerns as management and planning. A running narrative record called a chronolog has been developed at Indiana University that can be used to reliably collect such data. Studies so far have investigated the behavior of a university administrator, superintendents, principals, school psychologists, and child advocates. An earlier study using a similar method explored differences between effective and ineffective teachers. Potential contributions of naturalistic methodologies to the overall study of administrative behavior are discussed. (Author/MLF)

ED 174 806 CE 022 369

Kosmo, Susan J. And Others
Orientation to the Job Placement Process. Instructor's Training Guide.
Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
Spons Agency-Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date- 78
Grant-20-003-153-138
Note-319p.; Some sections of this document will not reproduce well due to being printed on dark-colored paper
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advisory Committees, *Inservice Teacher Education, Job Development, *Job Placement, Minority Groups, Orientation, *Preservice Education, *Program Development, *Program Planning, Resource Centers, Resource Materials, Staff Utilization, Student Participation, *Vocational Education Teachers

This instructor's guide is divided into two major sections. The first section contains materials for pre-service preparation of placement personnel and is divided into an introduction and five instructional units. The introduction presents an overview of the materials. The five instructional units contain lesson plans on the following topics: (1) Orientation to Job Placement, which covers background material on career development, history of placement services, and model selection for school-based placement programs; (2) The Job Placement Process, which covers such activities as locating placement opportunities and countering employer objections; (3) The Placement Program, which covers such activities as setting up advisory committees and staffing the placement program; (4) Resource Materials, which covers the process of identifying/selecting resource materials and setting up the placement resource center; and (5) Meeting the Placement Needs of Special Target Groups, which includes the disadvantaged, women, and the handicapped. In section 2 of this guide, suggestions are offered for developing inservice training programs on the topic of job placement. It presents five in-service modules which correspond to the five pre-service units in section 1. A discussion on role processing as a training technique is appended. (BM)

ED 174 826 CE 022 441

Oversight Hearing on Vocational Education. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives. 96th Congress, 1st Session. Hearing Held in Washington, D.C., on March 1, 1979.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-79

Note-249p.; Not available in hard copy due to small print

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Accountability, Adult Education, Educational Needs, *Federal Aid, *Federal Legislation, Postsecondary Education, Program Development, *Program Effectiveness, Program Evaluation, School Districts, Secondary Education, State Federal Aid, *State Programs, *Vocational Education

Identifiers-*Education Amendments 1976

The review of states' and local districts' progress in implementing the Education Amendments of 1976 regarding vocational education was the purpose of the Oversight Hearing on Vocational Education before the Subcommittee on Elementary, Secondary, and Vocational Education. Prepared statements and testimony were given by various persons, including the following: Gene Bottoms, executive director, American Vocational Association; James Galloway, assistant superintendent, Department of Adult, Vocational, and Technical Education, Illinois Office of Education, Springfield, Illinois; Robert Taylor, executive director, National Center for Research in Vocational Education, Ohio State University; and Robert Wood, superintendent, Boston Public Schools. (JH)

ED 174 912 CG 013 703

Bauknight, S. Terry

Psychotherapeutic Treatment of a Gastrointestinal Disorder: Individual and Family Systems Perspectives.

Pub Date- 78

Note-10p.; Best copy available; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Denver, Colorado, April 5-8, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescents, *Case Studies, *Family Problems, Individual Counseling, *Parent Child Relationship, Parent Counseling, *Psychosomatic Diseases, *Psychotherapy, Schizophrenia

A 17-year-old boy presented for treatment with chronic diarrhea that had proven refractory to medical treatment for a period of five years. The problem was sufficiently debilitating to cause highly erratic school attendance. Anamnesis revealed no precipitating event, though it was discovered that the patient's mother was a moderately compensated, chronic schizophrenic who continued to live in the home. The patient appeared to be the focus of family conflicts generated by her condition, and his individuation efforts were thwarted by her needs for constant care and support. The patient's diarrhea was understood from two perspectives. On an intrapsychic level, it was a manifestation of suppressed rage towards the mother for the sacrifice of his automomy. On a family systems level, it served the function of keeping the patient in the home, and seemed part of a family collusion demanding that someone be available to monitor and care for the mother. A treatment approach was developed, consisting of individual therapy designed to facilitate the ventilation of the patient's anger, and family sessions in order to clarify the nature and limits of his responsibilities to the mother. After several visits, the patient's diarrhea was in complete remission. (Author)

ED 174 935 CG 013 740

Trent, Curtis And Others

The Influence of a Series of Workshops Related to Citizen Participation in Civic Affairs on Anomia, Life Satisfaction, & Locus of Control Among the Aged Population in the Piedmont Region of North Carolina.

North Carolina State Univ., Raleigh.

Spons Agency-North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.

Pub Date-Dec 78

Note-169p.; Sponsored in part by the NRTA-AARP Andrus Foundation

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Citizen Participation, Community Involvement, *Locus of Control, *Older Adults, *Participant Satisfaction, *Program Effectiveness, Program Evaluation, *Quality of Life, Workshops

Identifiers-*North Carolina

The effect of participation in a series of workshops about citizen involvement in civic affairs on locus of control, life satisfaction and anomia among the aged population in the Piedmont region of North Carolina was investigated, as well as the extent to which certain personal and situational characteristics of respondents were associated with feelings of locus of control, life satisfaction and anomia. The sample, comprised of 111 individuals 60 years of age or older residing in the Piedmont region of North Carolina and drawn from organized groups and clusters of older adults, consisted of five experimental and six control groups. The experimental groups participated in the series of workshops entitled ``Action Course in Practical Politics.'' Controls did not. Pretests and posttests were administered to all subjects. Analysis of the data revealed significant relationships between participants' feelings of anomia, life satisfaction, locus of control and a high percentage of the variables tested. Variables related to all three of the dependent variables were political activity, political knowledge, education, and income. Significantly related to both life satisfaction and locus of control were organizational activity, health and anomia. The variable related to anomia and life satisfaction was housing. Anomia was significantly related to race. Significantly related to leisure activity were anomia and internal-external control. (Author)

Hiatt, Mary P.

Speaking of Style: How Objective Can One Be?

Pub Date-Apr 79
Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Computers, *Critical Thinking, *Discourse Analysis, *Literary Criticism, *Literary Styles

Objectivity in style description is desirable, but three elements of any literary work make objectivity difficult: subject matter, context, and audience. Keeping aware of these subjective factors can help in achieving a measure of objective description. Two methods of stylistic analysis can be conducive to objectivity: propositional reduction and the use of a computer. Propositional reduction is based on the tenet that any statement has a core or basic proposition that can be elaborated upon in a number of ways. It sifts out style from content for the proposition is content and all else is style. Two limitations of propositional reduction are that it is slow and laborious and it applies only to sentence units. In dealing with larger quantities of text, the computer offers the closest approximation to objectivity: it does not make errors, it cannot like or dislike, it has no opinions, and it is itself totally objective. Limitations in computer use are that its use implies an objectivity that may not be present in the human programer, the text must be in machine-readable form, and it can deal only in formal matters. (TJ)

ED 175 043 CS 205 095

Turner, L. F. Whyte, J.
The Language Dimension.
Northern Ireland Council for Educational Research, Belfast.
Pub Date-79
Note-137p.
Available from-Northern Ireland Council for Educational Research, 52 Malone Road, Belfast BT9 5BS, Northern Ireland (2.00 pounds)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Early Childhood Education, Foreign Countries, *Language Development, *Language Enrichment, Language Proficiency, *Language Research, *Program Content, *Program Development, Teaching Techniques
Identifiers-*Northern Ireland

This monograph describes the development of a language program for four-year-old disadvantaged boys in Northern Ireland. Various sections of the work describe the steps in devising the program; its objectives, organization, evaluations, and subsequent modifications; the problems affecting implementation, and the efforts made to overcome them; the effects of the intervention in relation to the benefits derived by the children, the teacher, and the school; and the results and the success of the program. A brief section that provides general guidelines for teachers who might wish to initiate a similar program is provided, and the work concludes with comments upon the characteristics, strategies, and tactics of implementing such an innovative program. Appendixes contain notes on the various units of the program, an outline for a typical session, suggestions regarding materials, a sample page from a lesson, and a lesson transcript. (FL)

ED 175 088 CS 502 596

Hellweg, Susan A.

Sources of Funding for Organizational Communication Research.

Pub Date-Aug 79

Note-18p.; Paper presented at the Academy of Management Conference (Atlanta, Georgia, August 1979)

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Financial Support, *Fund Raising, Higher Education, *Organizational Communication, Research Opportunities, *Research Proposals

Identifiers-*Communication Research

To help organizational communication scholars locate appropriate financial support, this paper classifies organizational communication into nine major categories, and notes 13 national agencies and organizations that provide research money for projects in one or more of those classifications. The paper also discusses some general principles to follow when preparing grant proposals, and offers a 22-item checklist for evaluating proposal documents to insure their completeness and clarity. (RL)

ED 175 109 EA 012 015

Speeter, Greg
Playing Their Game Our Way: Using the Political Process to Meet Community Needs.
Massachusetts Univ., Amherst.; Massachusetts Univ., Amherst. Cooperative Extension Service.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date-78
Note-132p.; For related documents, see EA 012 010-017
Available from-Citizen Involvement Training Project, 138 Hasbrouck, University of Massachusetts, Amherst, Massachusetts 01003 ($5.00, subject to change, plus postage; quantity discounts)
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accountability, *Change Strategies, *Citizen Participation, Government (Administrative Body), *Political Issues, *Social Action, *Social Change, Voter Registration

This manual is intended to help citizen groups set up their own on-the-job training activities, tailored to their own individual needs, issues, learning styles, and experiences. Specifically, it discusses ways citizens or citizen groups can use the governmental processes to solve social problems and how they can develop clout to hold governmental officials accountable. Section 1 discusses methods to use in defining issues and in developing a theory of the political process. Section 2 discusses ways in which citizens can use traditional and nontraditional strategies to make issues more likely to win. The strategies, each of which is a chapter, include holding agencies accountable, researching elected officials, helping candidates run for office, lobbying, developing initiative and referendum campaigns, and promoting voter registration drives. The exercises in each chapter, which can be duplicated, include success models, a planning guide and/or role plays for practical and immediate use. A list of resources for further study is included at the end. (Author/LD)

ED 175 131 EA 012 041

Gutierrez, Eugene J.

Resource Allocation Strategies Employed in Large versus Small School Systems.

Pub Date-11 Apr 79

Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in paper copy due to light print of original document

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-City Problems, Compensatory Education Programs, Complexity Level, Disadvantaged Youth, Efficiency, Elementary Secondary Education, Instructional Programs, Public Support, *Resource Allocations, Retrenchment, *School Districts, School Support, Urban Education

Identifiers-Categorical Programs, *School District Size

Education is faced with a declining resource base coupled with overwhelming demands for categorical programs. The current resource allocation strategy common to all systems is cutting spending. The difference between large and small districts is less important than differences in complexity. Complexity in resource allocations is more a function of the district's diverse needs than of its size. A relatively homogeneous student body necessitates simpler resource allocation than does a heterogeneous educationally disadvantaged student body. Inner-city school districts, irrespective of size, must address such needs as those attendant to compensatory education, special education, bilingual education, education for the gifted, poverty, poor nutrition, and health problems. Each need is represented by large numbers of students and requires a substantial general fund resource allocation in spite of categorical funding. Within the zero-sum-game resource environment that school districts are in, what one program gets, another loses. Working out a compromise budget to get a majority board vote is no small problem. In contrast, the small or less complex system allocates a relatively greater proportion of resources to the basic program of instruction, comes closer to efficiency, and has a community more understanding of budget constraints. (Author/JM)

ED 175 320 HE 011 592

Moore, Kathryn M. Wollitzer, Peter A.
Women in Higher Education: A Contemporary Bibliography.
National Association of Women Deans and Counselors, Washington, D.C.
Pub Date-79
Note-119p.; Prepared by the Pennsylvania State University
Available from-NAWDAC, 1028 Connecticut Avenue NW, Washington, DC 20036 ($5.00 members, $7.00 nonmembers)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Achievement, Administrative Organization, *Administrative Personnel, Administrator Characteristics, Adult Students, Athletics, Careers, *College Faculty, College Majors, College Students, Counseling, Demography, Educational History, *Females, Graduate Study, Higher Education, Information Sources, Institutional Research, Intellectual Disciplines, Leadership, Minority Groups, Persistence, Productivity, Sex Differences, *Sex Discrimination, Student Characteristics, Student College Relationship, Teacher Characteristics, Units of Study, *Women Professors, *Womens Education, Working Women

A bibliography covering the period 1970 to 1979 provides information on research on academic women reported in journals and published and unpublished report literature. The first chapter is an overview of the research and methodological notes. The following chapters provide citations and annotations for literature in these areas: historical and contemporary perspectives; students (role behavior, careers, college/student interactions, adult women, discrimination, achievement behavior and persistence, minority women, characteristics of women students, counseling tools and techniques, sports, specific majors, rates of return, entire journal issues); graduate students (psychosocial factors in women's graduate study, placement and career, institutional structures, training in specific fields); administrators (discrimination, roles and characteristics, leadership development, miscellaneous); faculty (discrimination, strategies and instruments related to discrimination and its reduction, women in the disciplines, women versus men: traits, states, and productivity, and general studies); and bibliographies and demographic studies, including institutional and geographically delimited studies. Entries are indexed. (MSE)

ED 174 768 CE 022 030

Hafen, Susan Mangano, Michael

Evaluating Resources for Handicapped Students.

Maryland Vocational Curriculum Research and Development Center, College Park.
Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Pub Date-Jun 79
Note-13p.; Not available in hard copy due to reproducibility problems; For a related document see CE 022 029
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Resources, *Evaluation Criteria, Evaluation Methods, *Handicapped Students, Instructional Materials, *Selection, *Vocational Education

The stated purpose of this set of materials is to help educators accomplish four tasks: (1) identify appropriate'' instructional resources for handicapped students in vocational classes; (2) use an objective checklist to evaluate a resource's usefulness'' (a sample checklist is provided); (3) use criteria to evaluate a resource's outstandingness'' (a sample evaluation instrument is provided); and (4) review materials throughly and consistently (a set of reviewer guidelines are provided). Sections in this document include a rationale for evaluating resources, definitions (e.g., handicapped persons, mental retardation, learning disabilities, appropriate resources, usefulness, and outstandingness), considerations for resource evaluation, using the instructional resource checklist for usefulness'', using the curriculum-based evaluation form for outstandingness'', and implementing review procedures. (JH)

ED 174 865 CG 013 653

Lieberman, Leo
21 Guides to Choosing a Career.
Pub Date- 79
Note-41p.; Best copy available; For related document see ED 159 553
Available from-Career Exploration Services, 17 North Gateway, Winchester, MA 01890 (Price list for lesson plans and guides)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Choice, *Career Education, *Careers, Counselors, *Occupational Guidance, *Occupational Information, Occupations, Secondary Education, *Student Interests, Vocational Interests

These 21 guides are intended for teachers, counselors, admissions officers and students. Each guide is one page long, and provides students with a range of occupations opened by the related academic subject. It introduces students to primary sources of career information and helps them develop life-long skills needed to make career choices by suggesting further readings. The guides rely heavily on the 1977 edition of the D.O.T. and What Can I Be?'' as sources. They are intended to be used with 21 Lesson Plans in Career Exploration'' (ED 159 553). Career areas include business, humanities, natural sciences and social sciences. (Author/BEF)

ED 174 889 CG 013 680

Beach, Lee Roy And Others

The Optional Parenthood Questionnaire (and Clinician's Manual): A Guide to Decision-Making About Parenthood.

Pub Date-78

Note-36p.

Available from-National Alliance for Optional Parenthood, 2010 Massachusetts Ave, N.W., Washington, D.C. 20036

Pub Type- Guides - General (050) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adults, Birth, Child Rearing, *Children, *Decision Making, Individual Characteristics, *Parent Attitudes, Parent Child Relationship, *Parenthood Education, Parent Responsibility, *Self Evaluation, Social Factors, Spouses

This questionnaire is designed to assist those involved in the process of decision making regarding parenthood or helping professionals whose clients may be facing this decision. The focus of this booklet is on exploration of attitudes toward self, spouse, relatives, friends, and social norms, and is structured to enable the user to make intelligent decisions regrading potential parenthood. The booklet contains instructions for completing the instrument suggesting it be done three times to assess personal feelings, the impact of each issue on personal life and development, and whether the combination of the two gives positive or negative reinforcement toward having a child. Additionally, a clinician's manual is included with suggestions for instrument scoring and interpretation. (HLM)

ED 174 978 CS 004 990

Hocevar, Susan P. Hocevar, Dennis
Facilitating Beginning Reading with the Use of Meaningful Content.
Pub Date- 73
Note-17p.; Study prepared at the University of Southern California
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Reading, *Content Reading, Primary Education, Reading Achievement, *Reading Instruction, *Reading Interests, Reading Materials, *Reading Research

The purpose of this study was to determine if beginning readers read with fewer errors when the reading materials had content directly related to the reader's existing cognitive structure (for example, reading based on recent concrete experiences). Meaningfulness was manipulated by basing the reading materials on an audio-tutorial science program in which 54 children participated, with 18 each at basal reading levels one, two, and three. Pretests and posttests consisted of the subjects reading two content passages at their reading levels while the researchers recorded errors of substitution, addition, mispronunciation, ommission, and repetition. Results indicated that the beginning readers read with 25% fewer errors when the content was meaningfully related to recent concrete experiences. (Author/RL)

ED 175 021 CS 205 063

Schneider, Larissa J.

Employee Communication at a University-Based R & D Center: An Analysis Using Grunig's Theory of Communication Behavior.

Pub Date-Aug 79

Note-44p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Patterns, *Communication (Thought Transfer), Communication Problems, Employer Employee Relationship, *Industrial Relations, *Information Dissemination, *Information Seeking, Information Sources, Organizational Climate, *Organizational Communication, Research and Development Centers

Identifiers-*Communication Research

About 80% of the 282 employees at a university-based educational research and development center completed questionnaires based on J.E. Grunig's theory of communication behavior in a study to define communication types, discover communication patterns, and make recommendations for improving the center's communication program. Grunig's theory describes how actively a person communicates about a given situation in terms of four variables: problem recognition, constraint recognition, referent criterion, and level of involvement. In analyzing the survey data, three employee communication types emerged: information seekers'' are the most likely to communicate actively; selective information processors'' are apt to passively accept only certain kinds of information; and nonselective information processors'' are the least likely even to accept information passively, although they will process relevant information when it is easily available to them. (Author/RL)

ED 175 197 EC 120 109

Ross, Wendy, Ed. And Others

Children's Experimental Workshop: Expanding the Park Experience to Children with Special Needs.

National Park Service (Dept. of Interior), Washington, D.C. National Capital Parks.

Spons Agency-National Endowment for the Arts, Washington, D.C.

Pub Date-79

Note-170p.; Pictures may film poorly

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 024-005-00735-1)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Creative Activities, Creative Art, Creative Development, Creative Dramatics, *Handicapped Children, Neighborhood Centers, Parks, *Program Development, Recreational Facilities, *Recreational Programs, Site Selection, Workshops

Identifiers-*Childrens Experimental Workshop

The handbook was designed to assist those interested in developing accessible programs for the handicapped in a variety of settings - parks, recreational areas, community centers, and other cultural and educational facilities - by providing information on how the Children's Experimental Workshop (CEW) was created, implemented, and evaluated. The first section provides an account of methods tested in the ongoing program and describes people most intimately associated with the workshops. Section 2 details a typical day's activities in the CEW program. The third section is an interview with one instructor exploring her feelings working with the CEW. The fourth section provides step by step instructions for creative projects in the following areas: pottery, puppets, story telling, weaving, batik, and earth color painting. The final section gives names and addresses of resources with information on such topics as fund raising and physical accessibility, and program notes and suggestions on initiating and planning an interpretive arts workshop, insuring site accessibility, writing a program proposal, and scheduling the program. (Author/PHR)

ED 175 218 EC 120 218

Smith, Carl R.

The Identification of Youngsters Who Are Chronically Disruptive.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.

Pub Date - Apr 79

Note - 16p.

Pub Type - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors - *Behavior Problems, *Definitions, Educational Diagnosis, *Identification, State Standards, *Student Characteristics

Identifiers - *Chronically Disruptive, Iowa

The paper deals with the identification of chronically disruptive students in Iowa. The first section details the sociological and educational characteristics of chronically disruptive students. Such students are said to be rebellious, to defy behavioral standards, and to fare poorly in academics. A second section addresses differential diagnosis of chronically disruptive from emotionally disturbed students. The Iowa definition and identification procedures are discussed, including such topics as exclusion and separation and the use of behavioral data (objective observational data, checklist data, and anecdotal school records). Harmful effects of suspension are described, and the need for appropriate educational intervention stressed. (CL)

ED 175 280 FL 010 498

Ives, William Housevorth, Marguerite

The Role of Canonical Orientations in Children's Drawing of Interpersonal Relationships: Aspects of Graphic Feature Marking.

Harvard Univ., Cambridge, Mass. Harvard Project Zero.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Grant-G-78-0031
Note-13p.; Paper presented at the Northeast Educational Research Association (Ellenville, New York, October 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Applied Linguistics, *Art Expression, *Childrens Art, Cognitive Development, Cross Sectional Studies, *Elementary School Students, *Nonverbal Ability, Nonverbal Tests, *Psychological Studies, *Visual Learning
Identifiers-*Feature Marking

Aspects of children's early representational drawing ability may provide evidence for feature marking in non-linguistic symbol systems. To test this assumption children in kindergarten, second, and fourth grade were asked to draw a set of referent objects in three conditions: a nominal or standard condition with no implied relationship (two people,'' two dogs,'' and two horses'') and two contrastive conditions (the same referents talking to or looking at each other). It was predicted that each object would consistently be represented in a specific canonical orientation (front for people and side for horses and dogs) and, at the same time, the side orientation would be used to convey the intended relationships in the contrastive condition. When the object's canonical orientation is at variance with the orientation generally used to convey the intended relationship, then increased difficulty in graphic communication will occur. The results fit the predicted model with the major developmental shift in children's ability to graphically differentiate nominal and contrastive conditions occurring between kindergarten and second grade for drawings of horses and dogs between second and fourth grade for drawings of people. The role played by the canonical orientation is seen as analogous to that of the unmarked term in language acquisition. (Author)

ED 175 281 FL 010 679

Stovall, Margaret

Strategies of Communication in ESL Learners.

Pub Date-Jun 77

Note-10p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977); Appendices referred to in text were not included with original

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cloze Procedure, *Communication Skills, *Communicative Competence (Languages), Elementary Education, Elementary School Students, *English (Second Language), Error Analysis (Language), Grammar, Language Instruction, Language Research, Learning Processes, *Nonverbal Communication, *Second Language Learning, *Spanish Speaking

The communication strategies of eight Spanish-speaking children enrolled in an elementary English as a second language (ESL) program in Austin, Texas were observed and analyzed. Strategies were found to be divisible into three categories: kinesic, paralinguistic, and linguistic. The linguistic strategies resulted in errors, but these are deemed incidental in the development of communicative ability in a second language. Errors produced during taped interviews differed in kind from those produced in a simulated classroom setting. A Cloze test administered to four additional older ESL students of varying backgrounds indicated an understanding of tensing and lexicon. (JB)

ED 175 301 HE 011 211

Troutman, J. G.

An Analysis of the Position of Department Chairman at York College of Pennsylvania.

Pub Date-79
Note-176p.; Research Project presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Administrative Personnel, Administrator Qualifications, *Administrator Role, *Administrator Selection, College Administration, *College Faculty, Criteria, Department Directors (School), Higher Education, *Middle Management, Questionnaires, *Role Perception
Identifiers-*Department Heads

Twenty key administrators, 20 present and past department chairmen, and 60 faculty were surveyed on their perceptions of the role of the department chairman and the criteria used for selection of this position. Responses were elicited for 30 role statements and criteria for selection were examined through nine survey items. Fourteen of the 30 items showed agreement, with eight receiving strong responses which should be included in the department chairman's role set. Nine specific recommendations were made in order to clarify the position of department chairman in the areas of budget preparation, level of decision-making, submission of grant proposals, recruitment of faculty, maintenance of departmental equipment, specific roles the department chairman should not assume, and the setting of priorities. In the selection of departmental chairmen it was recommended that leadership ability, the ability to get along with others, administrative ability, and experience in the education profession be the major criteria. Professional reputation and teaching ability were recommended as minor criteria to be used in selecting department chairmen. Among appendices are the survey questionnaire and survey letters. A bibliography of selected reading is included. (Author/PHR)

ED 174 751 CE 018 749

Shurr, Harriet
Incorporation of Consumer Education James Valley Vocational Center, Jamestown, N. Dat.
Spons Agency-North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.
Report No.-RCU-RR-60
Pub Date-Jun 78
Note-92p.; Not available in hard copy due to light and broken type
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Basic Education, Adult Education Programs, Adults, *Consumer Education, Consumer Protection, *Curriculum Development, *Home Economics Education, Needs Assessment, Teaching Guides
Identifiers-North Dakota

Two North Dakota home economists developed consumer education curricula based on adult performance level (APL) objectives and the perceived needs of their vocational students. They worked with local directors of adult basic and secondary education (ABSE) to incorporate the curricula into regular ABSE classes. Project objectives were to (1) identify consumer education needs of a sample group of adult basic education (ABE) students; (2) assist students in reaching the APL goal to manage a family economy and demonstrate an awareness of sound purchasing principles'' by formulating and testing teaching methods geared to the twenty APL objectives and student objectives; and (3) document effective methods for teaching consumer education to ABE students. The consumer education needs of students which surfaced most frequently included personal budgeting, using banking services, using consumer information resources, consumer protection and redress, and advertising phychology. This documentation was prepared to serve as a guide for home economics instructors. Ten self-study units developed as a result of the project included buying foods, buying clothing, buying automobiles, housing, budgeting, credit, insurance, consumer protection, home furnishings, and advertising. (The appendixes contain a sample learning packet and a sample lesson plan.) (LRA)

Banathy, Bela H.

Instructional Leadership Development for Generic Work Skills Curriculum Orientation Guide.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Mar 79

Note-26p.; For related documents see CE 022 485 and 022 488-489

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cooperation, *Curriculum Development, *Group Relations, *Instructional Staff, Interpersonal Competence, *Leadership Training, Skill Development, Social Relations, *Vocational Education

Identifiers-*Generic Work Skills, *Instructional Leadership Development Program

This document is one in a set of four documents which present a personnel development program aimed at improving the competence of instructional leaders in planning and implementing curricula in generic work skills, especially in vocational education. (Generic work skills are defined as those skills that facilitate the operation of goal-oriented groups involved in the accomplishment of specific tasks that require cooperative interaction among the members of the group. Divided into two parts, this document contains the orientation guide to the Instructional Leadership Development (ILD) program. Part 1 provides an overview of the rationale and purpose for a generic work skills curriculum. Part 2 describes the ILD program, covering the following elements: guiding perspectives; a definition of the ILD model; the relationship between the ILD model and the ILD program; descriptions of the main components of the program; and a description of the program resources. (BM)

ED 174 956 CS 004 940

Gil, Doron And Others

Studies of Clinical Problem Solving Behavior in Reading Diagnosis. Research Series No. 42.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 79
Contract-400-76-0073
Note-23p.
Available from-The Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, Michigan 48824 ($2.00)
Pub Type- Reports - Research (143) - Collected Works - Serials (022) .
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Theories, *Educational Programs, Interaction Process Analysis, *Problem Solving, Reading Clinics, *Reading Diagnosis, *Reading Research, Remedial Reading, *Research Methodology, *Simulation, Teacher Education, Teachers

An ongoing investigation of the process of reading diagnosis and remediation based on a theory of clinical problem solving called the inquiry theory'' has been undertaken by the Clinical Studies Group at the Institute for Research on Teaching. A review of several observational, computer simulation, and training studies conducted as part of the investigation reveals the following implications of the inquiry theory and the three kinds of study for teacher education: clinical problem-solving behavior seems to be determined by the clinician's memory, strategy, and the interaction between the two; clinical problem-solving behavior can be simulated by computer; case simulation is a useful, effective, and low-cost technique for training reading specialists and classroom teachers in diagnostic skills; and educators can be trained to make more precise diagnostic judgments given proper training involving simulated cases with feedback. This work demonstrates that significant improvements may be made in both consistency and specificity of diagnoses made by reading specialists and by classroom teachers. (FL)

ED 175 067 CS 502 602

Nimmo, Dan, Ed.
Communication Yearbook 3: An Annual Review.
International Communications Association.
Pub Date-Aug 79
Note-704p.
Available from-Transaction Books, Rutgers-The State University,, New Brunswick, New Jersey 08903 ($29.95 cloth)
Pub Type- Books (010) - Collected Works - General (020) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-Classroom Communication, *Communication (Thought Transfer), Cultural Interrelationships, Health, Health Education, *Information Systems, *Information Theory, Interpersonal Competence, *Mass Media, Organizational Communication, Politics, *Speech Communication, Teaching Techniques
Identifiers-*Communication Research

Intended to provide an annual overview and synthesis of developments in the evolution of the science of communication, this volume is the third in a series of publications that began in 1977. The volume contains disciplinary reviews and commentaries on topics of general interest to scholars and reseachers in all subdivisions of communication studies; overviews of general and specific developments of selected subdivisions of communication theory and research; and current research reports in a variety of specialized areas representing the scholarly concerns of each subdivision within communication science. Specific areas covered in the 38 selections include information systems, interpersonal communication, mass communication, organizational communication, intercultural communication, political communication, instructional communication, and health communication. A section containing biographical information about the authors and a topic and author index are provided. (FL)

ED 175 088 EA 011 826

Reduction-in-Force: Working Policies and Procedures.

National Association of Secondary School Principals, Reston, Va.
Pub Date-May 78
Note-64p.
Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 ($5.00)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Personnel, *Board of Education Policy, Board of Education Role, Elementary Secondary Education, Guidelines, *Reduction in Force, Teacher Dismissal, *Teachers

The reduction-in-force (RIF) policies presented here are intended to represent the variety of approaches currently being used throughout the nation. They were obtained through inquiries to personnel in more than 100 U.S. school districts. They are presented to give principals and assistant principals information to allow them to play an instrumental part in the development of appropriate RIF policies. The publication includes eight examples of administrator reduction-in-force policies, seven examples of reduction-in-force policies applicable to both teachers and administrators, and five examples of teacher reduction-in-force policies. (Author/JM)

ED 175 154 EA 012 067

A Community Education Resource Manual.
Texas Education Agency, Austin.
Pub Date-Jun 79
Note-399p.
Available from-Texas Education Agency, Division of Adult Programs, 201 East Eleventh Street, Austin, Texas 78701 ($3.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-*Adult Education, Adult Education Programs, Budgeting, *Community Education, Community Involvement, *Community Schools, Elementary Secondary Education, Information Dissemination, Program Evaluation, Public Relations, Records (Forms), *Resource Materials, School Accounting, School Community Relationship, School Organization, Shared Facilities, *Shared Services
Identifiers-*Texas

One of the goals for community education is to encourage the widest use of school buildings for activities that promote learning among youth and adults. Through legislation passed by the 66th Texas Legislature, community education will be expanded to many more school districts and communities throughout the state. This publication has been designed to help schools in implementing community education and to assist established projects to expand. Materials used by local community school programs are included to provide practical solutions to problems. The materials deal with funding and budgeting, selection and governance of community councils, staffing, recordkeeping, public information, interagency relations, community school program information, and evaluations. (Author/MLF)

ED 175 178 EC 115 094

DeYoung, Michael

A Centralized Educational Facility for Seriously Emotionally Disturbed and Multihandicapped Students Residing at a Clinical Institutional Setting.

Ramona Unified School District, Calif.
Pub Date- 78
Note-46p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Emotional Adjustment, *Emotionally Disturbed, Exceptional Child Research, Student Attitudes, *Student Placement, *Summer Programs, *Teacher Attitudes

The integration of educational staff programs with clinical/treatment staff programs and the adjustment of 57 seriously emotionally disturbed children to a centralized school facility were examined. Questionnaires were developed for the teachers/treatment staff and for the students. Among results of the staff responses were that 83% of the teaching staff and 55% of the treatment staff favored having summer school at a centralized school campus; that 100% of all staff felt they had observed a positive increase in the attitude of students allowed to return to a centralized setting; and that there was no significant difference between the perceptions of teaching and treatment staff regarding the use and effectiveness of timeout procedures. Student survey responses revealed such findings as that there was a positive correlation between attendance at school on a centralized school campus and the lowering of anxiety level over time. (Among three appendixes are a sample student questionnaire and summary tables of statistical results.) (CL)

ED 175 240 FL 010 423

Place of Birth and Language Characteristics of Persons of Hispanic Origin in the United States, Spring 1976. National Center for Education Statistics Bulletin.

National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-NCES-78-135
Pub Date-78
Note-18p.
Available from-National Center for Education Statistics, 400 Maryland Ave., N.W., Washington, D.C. 20202 (free)
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Demography, *Ethnic Distribution, Ethnic Groups, *Geographic Distribution, Geographic Location, Language Maintenance, Minority Groups, Native Speakers, Non English Speaking, Place of Residence, *Population Trends, *Spanish Americans, *Spanish Speaking, Statistical Surveys

Of an estimated 11.2 million persons in the United States identifying themselves as being of Hispanic origin in spring 1976, 3 out of 4 were native born. As a group, they had a high degree of Spanish-language maintenance. The degree of current Spanish-language usage was much lower among those born in the United States than among those born in a Spanish-speaking country. These findings and others released in the bulletin presented here are from the spring 1976 Survey of Income and Education. Other findings are reported under the following headings: (1) Hispanic orgin subgroups; (2) nativity; (3) current language, origin and nativity; (4) source of data; (5) related reports; and (6) a glossary of terms used in the report. Seven statistical tables accompany the report. (AMH)

ED 174 769 CE 022 032

Anderson, Bernice, Comp. And Others

Resources for Teachers of the Handicapped in Vocational Education. Southeast Network for Curriculum Coordination.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 79

Note-310p.

Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Community Agencies (Public), *Definitions, *Handicapped Students, *Instructional Materials, *Organizations (Groups), Resource Guides, Resource Materials, State Agencies, *Student Characteristics, *Vocational Education

Identifiers-Southeast Network for Curriculum Coordination

Designed for teachers of handicapped students, this resource guide provides five sections of information. The first two sections contain definitions and characteristics of different handicapping conditions: blindness, deafness, educable mentally retarded, emotionally handicapped, gifted, hearing impaired, learning disabled, multiply handicapped, neurologically handicapped, orthopedically handicapped, trainable mentally retarded, and visually impaired. The third section lists names and addresses of national agencies related to the education of handicapped students. The next section lists, by state, members of the Southeast Network for Curriculum Coordination, state organizations dealing with education for the handicapped. It describes for each organization the disability served and the types of services provided. The last section contains abstracts of curriculum materials organized by the different handicapping conditions. Abstracts are also provided on assessment, work experience, business and office, home economics, and trade and industry. Availability information is also provided with each abstract. (JH)

ED 174 787 CE 022 287

O'Reilly, Patrick A. Asche, F. Marion
Follow-up Procedures: A National Review.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-150p.; For a related document see CE 022 288
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Data Collection, Information Utilization, *Literature Reviews, *Methods, Program Design, Sampling, Success Factors, *Synthesis, *Vocational Education, *Vocational Followup

The purposes of this project were to identify, review, and analyze student and employer follow-up efforts and to synthesize findings into a review of and synthesis document (reported here) and a vocational follow-up training manual (CE 022 288). The central focus of the project was on methodology rather than findings. The review was restricted to follow-up efforts conducted after 1970. Over 600 articles and reports were identified through a traditional computerized search of the ERIC system. Additionally, over 200 documents relating to follow-up were obtained by contacting individuals throughout the United States, territories, and Canada. Approximately 300 documents were deemed important enough to warrant a detailed review. The majority of these documents were reports of the findings of a follow-up effort. The remaining documents were of three general types: manuals describing follow-up systems; methodological studies; and articles about follow-up. After the review, selected practices and procedures were summarized, including sampling techniques, non-respondent procedures, systems design and utilization of findings, methods to improve return rates, non-respondent surveys, comparative approaches, and other unique methods. Based on this review of follow-up efforts, several issues and concerns were presented relating to methodology, quality of data, documentation, reporting format, and findings. (BM

ED 174 807 CE 022 371

So You're Helping Adults Learn.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date-Aug 78

Note-25p.; Some of the tables in this document will not reproduce well due to small print

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Basic Education, Adult Characteristics, *Adult Education, Adult Learning, Adult Students, Age Differences, Behavioral Objectives, Lesson Plans, Program Development, *Program Planning, *Teaching Techniques

This booklet was developed to provide a brief review of adult characteristics and teaching methods for the new teacher of adults. The first of eleven sections highlights adult education and how to use the booklet to improve instruction. Section 2 lists general and physical characteristics of adults and their implications on teaching. The third section suggests activities for the first meeting of the adults class. Section 4 presents four criteria for writing behavioral objectives and the fifth section reviews how to write lesson plans. The sixth and seventh sections discuss instructional methods for the adult class and how to choose the appropriate methods. Sections 9 and 10 list tips on teaching adult basic education and the competencies of a successful teacher of adults. The final section contains two suggested models for teachers of adults to use in planning adult education programs. (LRA)

ED 174 827 CE 022 445

Guttmacher, Mary Johnson
Individual and Familial Correlates of Career Salience among Upwardly Mobile College Women. Final Report.
Huron Inst., Cambridge, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Note-559p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF02/PC23 Plus Postage.
Descriptors-Career Choice, Career Planning, *College Students, *Family Attitudes, Family Characteristics, Family Influence, *Females, Individual Characteristics, Occupational Aspiration, Sex Role, *Vocational Interests, *Work Attitudes
Identifiers-*Career Salience

A case study was conducted using a sample of 271 women selected from a state college by a stratified random cluster technique that approximates proportional representation of women in all four classes and all college majors. The data source was an extensive questionnaire designed to measure the attitudes and behavior of interest. The major dependent variable studied was career salience, defined as follows: the degree to which a woman views work as an important, relatively continuous, activity; considers work important for its intrinsic value and the opportunities it offers for self-expression/accomplishment; and considers career needs in making family decisions. The data analyses tested the power of the deviance and enrichment explanations of the sources of career salience. The findings concerning related individual attributes support the enrichment view, indicating that strongly career-salient women have atypical but internally consistent plans and attitudes based in variant views of the female role. Specifically, career salience is strongly, positively related to self-ratings of ability, educational aspirations/expectations, choosing an occupation that is atypical for women, egalitarian sex role attitudes, and the age one wants to marry and have children. Degree of career salience is strongly, negatively related to the importance of family role-related motivations for college attendance/job choice, desiring to be a teacher, the importance placed on marriage and having children, and the amount of influence and degree of closeness to parents, especially mothers. Career salience also seems to increase gradually during the college years. (Author/BM)

ED 174 866 CG 013 654

Sicoli, M. L. Corbin

Moral Development in the Second Grade Classroom: Educational Intervention and Mental Structure.

Pub Date-Feb 78

Note-27p.; Paper presented at the International Interdisciplinary USC Conference on Piagetian Theory and Its Implications for the Helping Professions (8th, Los Angeles, California, February 3-4, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavioral Objectives, Behavior Change, Educational Psychology, Elementary Education, *Elementary School Students, Ethical Instruction, *Intervention, *Moral Development, Moral Values, *Personality Development, *Values

Children in five second grade classrooms were exposed to an educational intervention designed to facilitate their moral development. Compared to a control group, they showed statistically significant growth in the following variables: role taking, intentionality, positive justice, punishment and donating behavior. Correlational analyses revealed that, initially, only 4 of 28 non-redundant interrelationships of variables were significant; however, after educational intervention, 14 of the 28 correlations proved to be significant, indicating that this intervention appears to enhance and/or consolidate moral structure for this age group. IQ, age, sex, ordinal position, and peer popularity were also examined relative to morality. Analyses of variance revealed that one of the five groups had a significantly higher IQ than the others. Analysis of this group revealed that on most measures, their performances were not significantly statistically different from the other groups. (Author)

ED 174 979 CS 004 991

Lunzer, Eric, Ed. Gardner, Keith, Ed.
The Effective Use of Reading.
Pub Date-79
Note-337p.
Available from-Heinemann Educational Books Limited, 22 Bedford Square, London WC1B 3HH, England (8.50 pounds cloth, 4.50 pounds paper)
Pub Type- Books (010) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Elementary Secondary Education, Foreign Countries, Group Discussion, Readability, *Reading Comprehension, *Reading Improvement, *Reading Instruction, Reading Programs, *Reading Research, Reading Tests, Research Methodology, Student Needs
Identifiers-*Great Britain

This report provides a detailed account of a three-year project that sought to determine how average and above average ten- and fifteen-year-old readers in Great Britain actually used reading in school. The 11 chapters cover the following topics: the origins, background, and development of the project; the differences between spoken and written language; comprehension and comprehension tests; assessing the readability of school textbooks; the incidence and context of reading in the classroom; reading for homework; topic work with first-year secondary pupils; reading laboratories; improving reading through group discussion activities; current school practices; a summary and conclusions of the project; and a note on statistics. A bibliography and lists of tables and figures are appended. (FL)

ED 175 001 CS 205 031

Downing, Diane E. And Others
From Teacher to Teacher: Relationships between Junior High English Teachers' Instructional Self-Reports and Student Amount of Learning.'' (The Texas Junior High School Study).
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 78
Contract-OB-NIE-G-78-0116
Note-29p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Discipline, *Educational Practice, *Educational Research, *English Instruction, Junior High Schools, Mathematics Instruction, Self Concept, Student Evaluation of Teacher Performance, *Teacher Attitudes, Teaching Methods

Partial findings of a large scale, year-long project to study the relationships among (1) teachers' self-reported instructional practices, (2) observed teacher instructional practices, (3) student evaluations of teacher effectiveness, and (4) student academic outcomes or year-end amount of learning'' in seventh and eighth grade English and mathematics classes are reported in this paper. The scope of the findings presented is limited to what teachers say they do in the classroom and to the most significant positive and negative relationships between the teachers instructional self-reports and their students' amount of learning.'' Out-of-class data sources and posttests are described and results are analyzed with the assumption that teacher attitudes, opinions, and self-images are directly and indirectly related to their teaching behavior. A selection of teachers' beliefs and practices is listed and utilization of the findings in the junior high classroom is discussed. The report concludes with references to styles of discipline, evaluation criteria, and attributes of an effective English teacher. (AEA)

ED 175 044 CS 205 096

Kopenhaver, Lillian Lodge Click, J. William
Ethics and Responsibilities of Advising College Student Publications.
National Council of Coll. Publications Advisers, Terre Haute, Ind.
Pub Date-78
Note-56p.
Available from-National Council of College Publications Advisers Publications, School of Journalism, Ohio University, Athens, Ohio 45701 ($2.50, 10 or more $2.00 postpaid)
Pub Type- Books (010) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Codes of Ethics, *Ethics, *Faculty Advisors, Higher Education, Instructor Coordinators, *Journalism Education, Models, *Student Publications, *Teacher Responsibility

Offered as a concise source of information and thought on the role, ethics, and responsibilities of the college student publication adviser, this publication discusses the major points of relevant codes of ethics and adds information about contemporary journalistic practices. The first section discusses the adviser as journalist and deals with the topics of libel and obscenity; news, depth, and advocacy reporting; reporting in yearbooks and magazines; editing and opinion pieces; technological and business implications; and graphic design. A section on the adviser as educator suggests several models of advising, as well as procedures on recruiting and developing staff. A final section outlines standards for advisers and recommends maintenance of those standards through various forms of continuing education. The ethical codes referred to and a list of professional organizations for college publication advisers are appended. (AEA)

ED 175 110 EA 012 016

Dale, Duane

How to Make Citizen Involvement Work: Strategies for Developing Clout.

Massachusetts Univ., Amherst.; Massachusetts Univ., Amherst. Cooperative Extension Service.

Spons Agency-Kellogg Foundation, Battle Creek, Mich.

Pub Date-78

Note-100p.; For related documents, see EA 012 010-017

Available from-Citizen Involvement Training Project, 138 Hasbrouck, University of Massachusetts, Amherst, Massachusetts 01003 ($5.00, subject to change, plus postage; quantity discounts)

Pub Type- Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Change Strategies, *Citizen Participation, Citizen Role, *Governance, *Organizational Development, *Organizational Effectiveness, *Policy Formation, Political Issues

An action guide to more effective citizen participation, this manual is written for citizen group members and leaders but will also be of interest to government and agency personnel concerned with setting up successful citizen involvement mechanisms. Part 1 examines involvement forms of the past and explores the future potential of citizen participation. It includes excerpts from several classic essays about involvement, a comparative listing of 68 mechanisms, and a diagnostic questionnaire for examining a group's present level of influence. Part 2 consists of a planning guide, a checklist of suggested strategies for enhancing a group's power, and a proposal for a watchdog council on citizen involvement. A series of exercises provides steps for involving a group in the diagnostic and strategy-building process, and an extensive annotated bibliography follows at the end. (Author)

ED 175 132 EA 012 042

Anderson, Judith C. Anderson, James E.

Natural Justice: Its Definition and Application to the Termination of School System Employees.

Pub Date-Jun 79

Note-43p.; Paper presented at the International Congress on Education (2nd, Vancouver, British Columbia, June 17-20, 1979)

Pub Type- Guides - General (050) - Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrative Personnel, Board of Education Role, *Disqualification, *Due Process, Elementary Secondary Education, Foreign Countries, School Law, Supervisory Methods, *Teacher Dismissal

Identifiers-Canada, *Natural Justice

The Canadian concept of ``natural justice'' is equivalent to ``due process'' in the United States. This paper traces the evolution of natural justice from English common law to its function in present day Canadian law. The extension of natural justice to school board employees is discussed. The paper points out that although in the past, the rules of natural justice applied to judicial acts rather than administrative acts, in recent times this distinction has been downplayed. The rules of natural justice have been extended to administrative acts through the concept of ``fairness.'' The paper traces the emergence of fairness in Canadian law and its application to school board employees. The elements of fair process discussed are (1) employees should know their employers' expectations; (2) an employee should know if he or she is not meeting expectations; (3) an employee should be provided with help and time to remedy deficiencies; (4) an employee should know the probable results of a failure to improve performance; (5) the employee should be a full participant in the process of evaluation; and (6) the basis of the process should be empirical data. It is pointed out that boards must use their legislative powers to enact a policy of fair process. (Author/JM)

ED 174 890 CG 013 681

Faegre, Christopher L. And Others
Justice-Treatment Interface; A Cross-Discipline Training Course.
National Drug Abuse Center for Training and Resource Development, Gaithersburg, Md.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.
Report No.-NDACTRD-79-161P
Pub Date-Nov 78
Contract-271-75-4018; 271-78-4600
Note-106p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Correctional Rehabilitation, Counseling Programs, *Counselors, *Drug Abuse, Drug Education, *Interagency Cooperation, *Interdisciplinary Approach, Probation Officers, Program Descriptions, *Rehabilitation Programs

This manual is designed to assist those helping professionals who work with drug abusing offenders, either as counselors or mental health aides from drug abuse treatment systems or probation officers or jailers from the criminal justice system. This course first provides a conceptual framework or ``Perspectives'' on the subject area in Unit I, followed in Unit II by didactic presentations and experimental labs in which participants master the generic ``Processes'' used in screening, assessing, treating, and rehabilitation abusing offenders. Unit III explores various ``Applications'' of the course content to specific program areas such as Treatment Alternatives to Street Crime (TASC), institutional programs, and re-entry programs. A set of pre- and post-tests developed around content material, attitudinal impact, and behavioral intentions is also provided. (Author/HLM)

ED 174 913 CG 013 704

Babladelis, Georgia

Psychology of Women: Cross-Cultural Views and Reviews.

Pub Date-79
Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement, *Cross Cultural Studies, Cultural Environment, *Cultural Interrelationships, *Females, Individual Characteristics, Self Concept, *Socioeconomic Status, *Success Factors, *Working Women

A multinational Roundtable discussion on the status of women was held at the meetings of the International Congress of Applied Psychology in Munich, 1979. Participants presented research findings and recommended strategies for eliminating or reducing barriers to women's achievement. There was high consensus that barriers to women's achievement performance emanated from environmental forces, not from personality traits. Different needs in different countries were recognized, as was the compelling need for multinational research. The size and persistence of the audience implied a high degree of interest in cross-cultural research on women. (Author)

ED 174 936 CG 013 741

Wright, William E. Jesness, Carl F.

Delinquency in a Seventh-Grade Cohort: Impact of School Climate on Problem Behavior.

California State Dept. of the Youth Authority, Sacramento.
Spons Agency-Rosenberg Foundation, San Francisco, Calif.
Pub Date-9 Apr 79
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Problems, Delinquency Causes, *Delinquent Identification, *Educational Environment, Junior High School Students, Measurement Instruments, *School Environment, Secondary Education, Student Behavior, *Student Characteristics, *Student School Relationship, Test Construction
Identifiers-*Quality of School Life Scale

The relationship between delinquency and school climate is defined as the aggregate-belief-value characteristics of the people who make up the school. This relationship was investigated to determine if an aggregate measure of student attitudes about school, as measured bu the Quality of School Life Scale (QSL), can be used as a measure of the school's own characteristics. Subjects were 2,184 students enrolled in eighth grade during the spring of 1978. Multiple regression procedures were used to test the effect of student background characteristics on QSL scores, partial out those effects, and then test the independent contribution of school membership. Results indicated that the QSL: (1) measures both school characteristics and student attitudes; (2) is a fair measure of student affective responses to school; and (3) affects both the Scold and Unobtrusiveness behavior analysis scales. (Author/HLM)

ED 175 089 **EA 011 827**

Berman, Paul McLaughlin, Milbrey Wallin

An Exploratory Study of School District Adaptation.

Rand Corp., Santa Monica, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-Rand-R-2010-NIE
Pub Date-May 79
Grant-NIE-G-74-0055
Note-75p.
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adjustment (to Environment), Case Studies, Credibility, Decision Making, *Educational Change, Elementary Secondary Education, Informal Organization, Organization, Organizational Theories, Power Structure, *School Districts

This research aimed to identify the school district characteristics that seem to explain the way districts adapt to pressures for change. The author hypothesized that all school districts can be characterized by one of three states: maintenance (they change practices and technologies but are stable in beliefs and structures that truly affect student learning), decay (their reactions to change jeopardize the long-term effectiveness of educational delivery), and development (they consistently implement and sustain changes that may affect performance). The goal of the research was to formulate preliminary conceptualizations rather than to test hypotheses or conduct an intensive field study. Five reputedly innovative districts were chosen for the study. A research team visited the districts in order to conduct interviews, attend meetings, observe classes, and collect copies of school district records. The data were used to formulate and compare the characteristics of a developmental school district and a maintenance one. Researchers theorized that the ideal developed school district is characterized by delivery diversity, integrated loose coupling, primacy of delivery concerns, boundary openness, and institutionalized change. (Author/JM)

ED 175 219 EC 120 245

Grimes, Jeff And Others

In-Service: A How-to Book.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-75

Note-62p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Handicapped Children, *Inservice Education, *Inservice Teacher Education, *Program Evaluation, *Program Planning

The manual provides suggestions for planning inservice teacher training. Basic foci of the booklet are explained to include examination of time distribution, room arrangement, audience participation, stimulation of audience interest, measurement of inservice effectiveness, and communication of inservice results. The manual is divided into considerations of three aspects of inservice planning (sample subtopics in parentheses): before the meeting (identifying inservice needs, selecting a presentor, employing a consultant, selecting the target audience, and freeing teachers for inservice sessions); during the meeting (getting the meeting off to a good start, seating arrangements to control the communication flow, eliciting verbal communication, using or producing media, dealing with emotions, reinforcing positively, asking questions, and summarizing ideas); and after the meeting (evaluating inservice, developing behavioral contracts, reporting success, and using constructive criticism). (CL)

ED 175 282 FL 010 683

Backman, Nancy

Learner Intonation A Pilot Study.

Pub Date-77

Note-10p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, Contrastive Linguistics, *English (Second Language), *Interference (Language Learning), *Intonation, Language Patterns, Language Research, Phonetic Analysis, *Phonology, Second Language Learning, *Spanish Speaking, Spectrograms, Speech, *Suprasegmentals

This study is concerned with problems in language learners' intonation of English. Ten intonation problems were found in the learner speech of two adult Spanish-speaking males: (1) range of pitch, (2) initial rise, (3) final fall, (4) rise to final stressed syllable, (5) placement of prominence, (6) final rise for questions, (7) total question elevation, (8) slope of the peaks, (9) within-word pitch movement, and (10) pitch movement on segmentals. Acoustic analysis was made using sound spectrograms; the data were also judged perceptually. Acoustic evidence showed significant differences between the learner speech and the speech of a native English speaker in all ten areas. Analysis of the learners' Spanish intonation patterns showed evidence to suggest that the native patterns were transferred onto their learner speech in English, specifically in their range of pitch, the contours of statements, and Yes/No question. The study also revealed that the more experienced speaker's intonation patterns were closer to those of the American than those of the new arrival. (Author/AMH)

ED 175 302 HE 011 256

Research into Higher Education: Processes and Structures. Information on Higher Education in Sweden.

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date-79

Note-381p.; Report from a conference in June 1978

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-College Administration, *College Role, *Comparative Education, *Educational Research, *Foreign Countries, *Higher Education, *Innovation, Models, *Postsecondary Education As a Field of Study, Private Colleges, Public Education

Identifiers-Europe, *Sweden

Taken from an international conference organized by the Swedish National Board of Universities and Colleges, the report consists of six overview papers, five reports from discussion groups, and a transcript of the concluding discussion. The conference was designed to allow an informal exchange between researchers and practitioners in the field of higher education, to achieve conceptual clarification and problem identification, to indicate policy implications, and to specify priorities for future research efforts. Introductory speeches by Hans Lowbeer and Lennart Levin are followed by papers on higher education as a system: Process and Structure in Higher Education System (Tony Becher and Maurice Kogan) and Contradiction and Innovation in Higher Education and Learning A Research Proposal'' (Ulf Himmelstrand). Papers in a third section address the role of higher education in society: Higher Education and Society An Analysis of the Relationships from a Structural and a Historical Point of View'' (Yrjo-Paavo Hayrynen) and Elite and Mass Higher Education American Models and European Realities'' (Martin Trow). The fourth section on research and development organization and planning contains the following papers: Interactions Between Practitioners and Social Scientists in Research and Development'' (Edmund Dahlstrom) and Research and Development for Higher Education in Sweden Some Conceptual and Policy Problems'' (Rune Premfors and Bjorn Wittrock). The final section focuses on discussion of such topics as whether diversity and pluralism are possible in a unified higher education system. Appended are the conference program, a list of participants, and a list of publications. (PHR)

ED 175 321 HE 011 598

Harshman, Carl L.

A Model for Assessing the Quality of Non-Traditional Programs in Higher Education.

Saint Louis Univ., Mo. Metropolitan Coll.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-79
Note-155p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adult Education, College Students, Cost Effectiveness, *Educational Assessment, Educational Improvement, *Educational Quality, Employers, *Evaluation Methods, *Experimental Colleges, Followup Studies, Graduate Surveys, Higher Education, *Models, Nontraditional Students, Participant Satisfaction, Program Effectiveness, Systems Analysis
Identifiers-*Metropolitan College MO, *Nontraditional Education, Outcomes

A model developed at Metropolitan College of Saint Louis University for assessing the quality of nontraditional education programs is discussed. The concept of quality in relation to individual programs, accreditation, and students is examined. The limitations of the existing definitions of quality and the methods for measuring it are considered. Open systems theory is recommended as the basis for the theoretical foundations of a quality assessment model. For the purpose of assessment at Metropolitan College, education programs are divided into four elements: environment, inputs, programs, and outcomes. The importance of analyzing cost effectiveness is also emphasized. The implementation of the assessment model is described in three stages: preparation, design, and implementation. Implementations, or test strategies utilizing the models are also described. Four pilot studies were carried out concentrating on employers' perceptions of Metropolitan graduates, analysis of the college's costs and finances, student assessment of student services, and graduates' perceptions of the quality of the program. Suggestions for adapting this model to assess other nontraditional programs are provided. Appended are: a statement about Metropolitan College; references for the financial portion of the report; student services evaluation form; survey questions and summary of data for the survey of selected St. Louis employers; Metropolitan College Alumni Survey 1978; and data from the outcomes study. (SF)

ED 174 847 CE 022 488

Banathy, Bela H. And Others

Instructional Leadership Development for Generic Work Skills Curriculum. Module 1: Foundations.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Mar 79

Note-151p.; For related documents see CE 022 485, CE 022 487, and CE 022 489

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Cooperation, *Group Relations, *Instructional Staff, Interpersonal Competence, *Leadership Training, Social Relations, *Vocational Education

Identifiers-*Generic Work Skills, *Instructional Leadership Development Program

This document is one of a set of four documents which present a personnel development program aimed at improving the competence of instructional leaders in planning and implementing curricula in generic work skills, especially in vocational education. (Generic work skills are defined as those skills that facilitate the operation of goal-oriented groups involved in the accomplishment of specific tasks that require cooperative interaction among the members of the group. Divided into two parts, this document contains a learning module which presents the foundation curriculum of the Instructional Leadership Development Program (ILD). A brief introduction provides an overview of the module and definitions of key terms. Part one presents background information and theory concerning human groups, including descriptions of different types of groups, how groups function, and leadership within groups. An application exercise on group analysis is included at the end of part one. Part two presents background information and theory concerning generic work skills, including identification and assessment of generic work skills, and the definition and description of related competencies. An application exercise concerning generic work skills is included at the end of part two. References and related materials are appended. (BM)

Literature, Literary Values, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1979 (Vol. 39 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-22p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescent Literature, Aesthetic Education, American Indian Culture, Black Literature, *Childrens Literature, Doctoral Theses, *Educational Research, Elementary Secondary Education, *Ethical Values, Fantasy, Higher Education, *Literary Criticism, Literary Influences, *Literature Appreciation, Poetry, Realism, Sex Discrimination, Sex Fairness, *Student Reaction, Teaching Methods
Identifiers-*Reader Response

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 32 titles deal with a variety of topics, including the following: literary criticism in nineteenth century United States; effects of sexist and nonsexist literature on children's attitudes; effects of silent reading and video presentation on story recall; rhetoric of retarded children in Newbery Award-winning fiction; poetry reading and writing; literature and moral education; favorite illustrations of Caldecott Award-winning books; the responses of students to realistic and fantasy short stories; political socialization in picture books; values clarification through literature; black poets and the theme of isolation in black adolescent literature; blind and deaf images in contemporary literature; realistic fiction's effects on attitudes toward the aged; relationship of literature's cognitive dimension to aesthetic values; story criticism; world-future and native-American imagery in children's literature; the impact of the Henkel press on children's literature; and the effects of the oral ensemble approach on the teaching of literature. (AEA)

ED 175 088 CS 502 603

Cimperman, Ruth M. Barnes, Richard E.
A Resource Curriculum in Interpersonal Communication.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-WSDPI-Bull-8549
Pub Date-79
Note-95p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adolescents, *Communication (Thought Transfer), *Communication Skills, Curriculum Development, Curriculum Evaluation, *Curriculum Planning, Group Relations, *Interpersonal Competence, Language Role, Listening Comprehension, Nonverbal Communication, Secondary Education, Semantics, Speech Communication, *Units of Study

The nine units in this guide are intended to assist educators in utilizing the best available sources for curriculum planning and classroom instruction of communication concepts for the adolescent. The format is uniform: each unit begins with an introductory statement followed by a list of instructional objectives, a content outline, suggestions for learning activities and instructional assessment, and a list of references and materials for the teacher. The units are based *upon the developmental level of the adolescent and the context* influences that have a strong force at that state of the adolescent's life, namely family and peers. Specific topics covered in the units are: the bases of communication, intrapersonal communication, interpersonal perception, semantics and communication, listening, nonverbal communication, small group communication, family communication, and peer relationships. (FL)

ED 175 155 EA 012 068

Administrative Assignment and Transfer. Policies Reflecting Due Process: Promotions, New Positions, Transfers, Demotions.

National Association of Secondary School Principals, Reston, Va.
Pub Date-79
Note-15p.
Available from-NASSP, 1904 Association Drive, Reston, Virginia 22091 ($2.00; orders of $10 or less must be accompanied by payment)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Personnel, Administrator Evaluation, *Board Administrator Relationship, *Due Process, Hearings, Models, *Personnel Policy, *Policy Formation, *Principals, Professional Associations, Promotion (Occupational), Reduction in Force, Salary Differentials, Secondary Education, Seniority, Transfers

The lack of well-defined policies in the personnel areas of new positions, promotions, involuntary and voluntary transfer, and demotions is of great concern to most principals and assistant principals. Most concerned educators indicate that the development of transfer and assignment policies guaranteeing proper involvement, recognition, due process, and protection are essential if hard-working and productive building administrators are to survive professionally. The information in this booklet is a means of assisting school administrators with the development of appropriate language to be used in initiating or modifying these important personnel policies. It is intended to be a model of specific and appropriate language, anchored in a framework of due process, for drafting policies dealing with promotions, new positions, voluntary and involuntary transfers, and certain types of demotions. (Author/MLF)

ED 175 177 EC 115 095

Pysh, Margaret Van Dusen Chalfant, James C.
The Learning Disabilities Manual: Recommended Procedures and Practices.
Illinois State Office of Education, Springfield.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-May 78
Note-220p
Pub Type - Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Evaluation Methods, *Identification, Individualized Programs, *Inservice Teacher Education, *Learning Disabilities, *Program Evaluation, Referral, Screening Tests, *Standards, Student Evaluation
Identifiers-Illinois

Designed for regular and special education administrators, diagnosticians, and teachers, the manual describes recommended practices and procedures for identifying and serving LD (learning disabled) children, as required by Illinois state and federal regulations. The manual is divided into the following four topic areas (sample subtopics in parentheses): identification and case study evaluation (definition of LD, screening and referral of high risk students, the comprehensive case study evaluation, eligibility for LD services, individualized education programs); educational program alternatives (continuum of services, transition between levels, program content, professional roles); measurement of student progress and program effectiveness (data collection, program evaluation, case studies); and inservice training (identification of inservice needs, planning considerations, and program evaluation). (CL)

ED 175 198 EC 120 127

Morgan, Griffith A. V. And Others

An Investigation of the Characteristics, Distribution and Program Needs of Children with Severe Communication Disorders.

Ontario Dept. of Education, Toronto.

Pub Date-78

Note-434p.

Available from-The Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2 Canada ($5.00); The Ontario Institute for Studies in Education, Publications Sales, 252 Bloor Street West, Toronto, Ontario M5S 1V6 Canada ($5.00)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors-Aphasia, Autism, *Evaluation Methods, Exceptional Child Research, Foreign Countries, Language Development, *Language Handicaps, *Language Tests, Linguistics, Parent Attitudes, Phonology, *Program Design, Semantics, *Student Characteristics, Student Needs

Identifiers-Ontario

The report presents information from a survey of the needs and characteristics of children with severe communication disorders in Ontario and the programs available to serve them. It is explained that information was gathered from structured interviews with principals, teachers, and 28 parents of language handicapped children, as well as visits to 72 agencies or schools. Initial chapters focus on the scope and purpose of the study, criteria for selecting children as language handicapped, and research on seven topics (sample subtopics in parentheses): normal child language acquisition and development (linguistic basis of research, phonological development, semantics); language delay and deviation; early childhood autism and language disorder (echolalia and pronoun reversal, prevalence of autism); developmental language disorder (cause/nature of aphasia, difference between aphasia and autism in language function); assessment of language disabilities (test reliability and validity, language samples, future needs in assessment); programs (content, structure, sequence); and analysis and selection of language programs (use of alternative symbol systems, specific behavior management strategies). Part II presents the empirical data for the following topic areas (sample subtopics in parentheses): methodology, assumptions, and background of the study; characteristics and needs of study children (interrelationships of administrative, educational, and diagnostic factors); language behavior of children (general findings on language level and fluency); program organization, staff, and resources (teachers' views on developments and improvements); the mail sample analysis of programs; and parents' views (suggested improvements in program, family changes resulting from the handicapped). Two final chapters review programs in Ontario and abroad for language disordered children. (CL)

Baltaxe, Christiane A. M.

Foundations of Distinctive Feature Theory.

Pub Date-78
Note-231p.
Available from-University Park Press, 233 East Redwood Street,
Baltimore, Maryland 21202 ($17.50)
Pub Type- Information Analyses (070) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Articulation (Speech), *Consonants, Descriptive Linguistics, *Distinctive Features, *Generative Phonology, *Linguistic Theory, Morphophonemics, Phonemes, Phonetics, Phonological Units, *Phonology, *Vowels

This treatise on the theoretical and historical foundations of distinctive feature theory traces the evolution of the distinctive features concept in the context of related notions current in linguistic theory, discusses the evolution of individual distinctive features, and criticizes certain acoustic and perceptual correlates attributed to these features during development of the theory. The concepts of opposition, neutralization, archiphonemes, and markedness are treated, and the relationship of the distinctive feature concept to phonetics, phonology, binarity, and feature hierarchy is discussed. The feature system of Trubetzkoy is compared with earlier classifications and with systems developed by Chomsky, Halle, Fant, and Jakobson. A bibliography is appended. (JB)

ED 175 281 FL 010 500

Ozete, Oscar

Nicaragua: A Look Across Cultures. An Area Study in Spanish and English.

Wisconsin State Dept. of Public Instruction, Madison.
Pub Date-Sep 75
Note-73p.; A slide-tape series is available to accompany the text
Language-Spanish; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Bilingual Education, Bilingual Students, Cultural Background, *Cultural Education, Higher Education, *Instructional Materials, *Language Instruction, *Latin American Culture, Lesson Plans, Material Development, Secondary Education, Second Language Learning, *Spanish, *Units of Study, Vocabulary
Identifiers-*Nicaragua

These curricular units are designed to help Spanish students or bilingual students gain a better understanding of the history, geography, and culture of Nicaragua, Wisconsin's sister state'' in Central America. In its entirety, the bulletin can serve as the basis of a cultural mini-course. However, since each section is a self-contained unit, each can also be used separately in accordance with the needs of the local school program. The following units are presented with a reading selection and exercises: (1) an introduction to Nicaragua, (2) location and area, (3) geography, (4) rivers and lakes, (5) seasons, (6) population, (7) history, (8) Managua's earthquake of 1972, (9) the Nicaraguan schools, (10) the poet Ruben Dario, and (11) baseball. The beginning Spanish reading passages use the present tense while latter selections introduce the preterite and imperfect tenses. Most of the units can be presented during the first year of high school or college Spanish program. Texts in Spanish and English for the slides are included. (Author/NCR)

ED 174 752 CE 019 874

Hesselbart, Susan
Some Underemphasized Issues about Men, Women and Work.
Florida State Univ., Tallahassee. Dept. of Sociology.
Pub Date-Sep 78
Note-22p.; Paper presented at the annual meeting of the American Sociological Association (San Francisco, California, September, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Personnel, *Comparative Analysis, *Employment Trends, Family Influence, Family Status, *Females, *Labor Force, *Males, Occupational Aspiration, Occupational Surveys, Professional Personnel, Professional Recognition, Social Science Research, Social Status, Sociology, *Work Attitudes, Working Women

The disproportionate focus of sociologists on professional and managerial occupations distorts many generalizations about gender, employment, and family. Concentration on this occupational minority has led to such assumptions as the following: paid employment is the major life priority for men, and family is the major life priority for women; women lack high commitment to enter and succeed in higher level occupations while men have such commitment; men's work is more prestigious than women's work; and women are excluded from more desirable men's jobs'' while men avoid women's jobs.'' The overemphasis on highly prestigious occupations has also probably led to less intensive study of the labor force in general. For example, we know very little about the reasons for the declining male employment. Much attention has been given to the question of why women work while little has been given to the parallel question for men. More research is needed on blue collar women and on men in traditionally female fields. By incorporating data based on the entire labor force, we can avoid the distortions based on studying high status occupations and strengthen the sociology of gender and the sociology of occupations. (LMS)

ED 174 914 CG 013 705

Egelston-Dodd, Judy

An Intervention Program for Occupational Stereotyping by Deaf Students.

Pub Date-28 Mar 78

Note-9p.; Paper presented at the Annual Convention of the National Association for Women Deans, Administrators, and Counselors (62nd, Detroit, Michigan, March 28-April 1, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aurally Handicapped, *Deaf Education, *Educational Resources, Employment Opportunities, *Instructional Materials, *Intervention, Labeling (of Persons), *Occupational Aspiration, Self Actualization, Sex Discrimination, Teacher Developed Materials

A number of studies of deaf adolescents, deaf college students and deaf females have shown that stereotyped aspirations and notions of sex-typed occupational roles are typical of deaf subjects. Deafness, like gender, represents a handicap for holding certain jobs. Societal pressure to fit the doubly stereotyped occupational roles mandated by their sex and their hearing impairment has resulted in channeling of individuals into inappropriate rigid and/or limited career choices. A paradigm for the production of materials and strategies to intervene in the process of occupational stereotyping is described. Four channels of learning are presented as the philosophical context for a career education program: (1) the self, (2) the conceptual, (3) the informational, and (4) the experiential (Munson, 1971). Suggestions for the design of materials and strategies under each of the four input modes which specifically address the societal values related to sex and deafness, are offered for program coordinators, teachers and counselors. (Author)

ED 174 957 CS 004 943

Evans, David R.

Games and Simulations in Literacy Training.

International Inst. for Adult Literacy Methods, Teheran (Iran).

Pub Date-79

Note-145p.; Part of the Literacy in Development: A Series of Training Monographs''; Examples and some figures may not reproduce well due to small and light type

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Adult Basic Education, Adult Reading Programs, *Educational Games, Foreign Countries, Instructional Media, *Literacy Education, *Mathematics, Motivation Techniques, Numbers, *Role Playing, *Simulation, Teaching Techniques

The games and simulations presented in this monograph represent an appropriate technology for the literacy instructor to use with adult students as a stimulus for discussion and analysis and as a motivational technique. Chapters in this monograph present reasons to use games and simulations, explanations of what games and simulations are, descriptions of reading games, descriptions of mathematics games, descriptions of simulation games and role playing, and a discussion of the role of the facilitator or teacher. The appendix includes a list of resource materials. (MKM)

ED 174 980 CS 004 992

Handy Helpful Hints for Reading Improvements, Grades 4-7.
Kentucky State Dept. of Education, Frankfort. Div. of Program Development.
Pub Date- 76
Note-68p.
Available from-Kentucky Information Dissemination Service, Office of Communication Services, Kentucky Department of Education, Frankfort, Kentucky 40601
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Content Reading, Elementary Education, Listening Skills, Parent Participation, Program Evaluation, *Reading Improvement, *Reading Instruction, Reading Readiness, *Reading Skills, Study Skills, Teaching Procedures, *Word Recognition, *Word Study Skills

This booklet lists skills and activities that may be used by parents and teachers to insure the success of each child in reading. Designed for grades four through seven, the booklet suggests procedures for parental assistance, determining reading readiness and reading levels, developing basic reading skills, outlining a reading lesson for skills and sequence, teaching study skills, reading in the content area, and improving listening skills. Also included are a list of common prefixes and their assimilated forms, with examples of their use; scientific/technical prefixes, roots, and combining forms; suffixes that form verbs and feminine words; suffixes used to show agent, abstract concepts, and diminutives; roots and combining forms from the Latin; an outline for preparing reading lessons; and a reading program assessment survey form. (RL)

ED 174 788 CE 022 288

Follow-up Procedures: A Training Guide.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79

Note-137p.; For a related document see CE 022 287
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Guidelines, *Methods, Program Administration, *Program Design, *Program Development, Program Evaluation, *Program Planning, *Vocational Education, *Vocational Followup

Based on a national review of student and employer follow-up efforts, this training guide describes the options that are available at each step in the process of designing, developing, and implementing follow-up systems and the advantages and disadvantages in each case. The guide is divided into five major sections. The first section discusses the purpose for this guide and the rationale for conducting follow-up efforts. Section 1 also defines important terms. Section 2 presents the basic consideration in planning the follow-up. Section 3 presents the guidelines for developing the system parameters. Section 4 explains how to design the system in the following stages: define the population; specify data requirements; specify study type (design and methods); and develop instrumentation. Finally, section 5 presents information on operating, documenting, and evaluating the system. (BM)

ED 174 808 CE 022 376

Bottoms, Gene And Others

Challenges in Leadership in Vocational Education. National EPD Leadership Development Seminar Proceedings (Atlantic City, New Jersey, December 2, 1977). Final Report.

Pub Date-2 Dec 77

Note-82p.; Document prepared by the National EPDA Ad Hoc Steering Committee

Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Articulation (Speech), Bilingual Education, Cooperative Education, Correctional Education, *Delivery Systems, *Graduate Study, Guidance, *Leadership, Leadership Responsibility, Multicultural Education, Performance Based Teacher Education, Program Effectiveness, Program Evaluation, Sex Discrimination, Speeches, *Trend Analysis, *Vocational Education, Youth Employment, Youth Programs

Identifiers-Education Professional Development Act

Current delivery systems for vocational education and their implications for the future is the topic of presentations included in this report of an EPDA (Educational Professions Development Act) leadership development seminar. Major contents are an evaluation summary, texts of the three major speeches, and outlines of afternoon interaction sessions designed for maximum involvement of EPDA awardees attending. Major speeches are Present and Future Challenges in Leadership in Vocational Education,'' by Gene Bottoms; Youth Employment Act,'' by Robert Taggart; and What to Look for in a Good Graduate School,'' by Henry Brickell. Topics of the interactive sessions outlined include (1) eradication of sex bias and stereotyping in vocational education programs; (2) legislative impact on guidance and counseling; (3) sociological influences on vocational education; (4) emerging evaluation systems; (5) vocational education delivery systems of the future; (6) cooperative education: the emerging bridge between education and work; and (7) political influences on vocational education and the practitioner's response to them. (LRA)

Hanusa, Barbara Hartman Weiss, Pamela Freeman

Importance of Perceived Competence and Perceived Control in Adaptation to College.

Carnegie-Mellon Univ., Pittsburgh, Pa.

Spons Agency-Falk Foundation, New York, N.Y.; National Inst. on Aging (DHEW/PHS), Bethesda, Md.

Pub Date- 77

Grant-AG00525

Note-19p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (49th, Washington, D.C., March 29-April 1, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment), Adjustment Problems, Assertiveness, Behavior Change, Behavior Patterns, *College Students, *Grade Point Average, Higher Education, *Interpersonal Competence, Intervention, Perception, Self Control, *Skill Development, *Student Adjustment

Adaptation to college by first year university students (N 71), who were exposed to orientation programs which varied the amount of perceived competence and perceived control felt by the student in interpersonal problem situations, was investigated. Skills taught in the four treatment conditions were the basics of assertive behavior, self-confidence development, and relaxation training. Adjustment of the treatment and baseline comparison subjects was monitored with questionnaires, interviews with a trained clinician, and grade point averages. Subjects' evaluation of the skills taught indicated that only those who received both the competence and control enhancing interventions found more places to use the skills and felt more confident about using the skills. Independent assessments of social adjustment made 10-12 weeks after the sessions and improvements in grade point average also showed the superiority of the competence enhanced-control group. The other treatment groups fared no better than the baseline comparison groups. (Author)

ED 175 002 CS 205 033

Fortini-Campbell, Lisa Moore, Jeff

Cognitive Behaviors During Three Exposures to an Advertisement.

Pub Date-Aug 78

Note-30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Science Research, *Behavior Change, Higher Education, Information Dissemination, Information Theory, *Merchandise Information, Merchandising, Models, *Research Methodology, *Stimulus Behavior, *Stimulus Devices, Theories

Identifiers-*Advertising

The advertising copy for a product was manipulated along two structural dimensions (inside/outside product attributes, and before/after consequences of using product) to refine the concept of exposure in advertising research and to test a method of observing cognitive behavior while people are attending (exposed) to the media. The 78 participants in the study 39 who read the attribute copy and 39 who read the consequence copy read their assigned advertisements once a day for three days so that changes in their thoughts across exposures could be recorded. During each exposure, all participants marked the ad with a slash whenever a thought occurred to them, while a randomly selected one-third of the sample population wrote what these thoughts were before returning to the task. The results showed that neither the structure nor the focus of thoughts changed across exposures in ways that were expected. Although the mean numbers of thoughts increased with additional ad exposure, their focus did not shift as hypothesized from attribute to consequence thoughts. Attribute and consequence thoughts also tended to reflect attribute and consequence advertisements, respectively. The idea that subjects would focus on the product during the first exposure and then on connections during second and third ads seemed only weakly supported. (RL)

Popham, Rae Jeane
Combatting Sexist Attitudes through Writing.
Pub Date-Apr 79
Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Changing Attitudes, *Composition (Literary), *Educational Research, Higher Education, *Sex Stereotypes, *Socioeconomic Influences, *Student Attitudes, Teaching Techniques, Writing Skills

A composition activity designed to raise students' consciousness of sexually stereotyped language and to encourage exploration of assumptions about men, women, and language had three parts: students were given a list of ten concrete details about an activity commonly associated with men or women (backpacking, cooking hamburgers, and grocery shopping) and were asked to construct a narrative paragraph using the third person singular, the number of students who used male or female characters for each activity was counted and the results were distributed to the class for discussion, and the students wrote an expository essay using their notes from the first assignment and from the discussion. The assignment was given to writing classes at a university, at a community college, and at a trade-technical college. Results indicated that male characters predominated in the students' writings on all three activities but overwhelmingly so in the backpacking activity. In addition, it was found that different socioeconomic groups had different attitudes toward women. At the university eight of 35 students viewed the backpacker as female while at the community college only one of 10 did, and at the trade-technical college none of the 15 students did. The findings suggest that students from higher socioeconomic levels are more apt to encounter active, professional women than are students from lower levels and that minority women and men value those traditional roles that have been denied them. (TJ)

ED 175 111 EA 012 017

Dale, Duane And Others

Beyond Experts: A Guide for Citizen Group Training.

Massachusetts Univ., Amherst.; Massachusetts Univ., Amherst. Cooperative Extension Service.

Spons Agency-Kellogg Foundation, Battle Creek, Mich.

Pub Date-79

Note-123p.; For related documents, see EA 012 010-016

Available from-Citizen Involvement Training Project, 138 Hasbrouck, University of Massachusetts, Amherst, Massachusetts 01003 ($5.00, subject to change, plus postage; quantity discounts)

Pub Type- Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, *Citizen Participation, Community Resources, Group Unity, *Learning, Needs Assessment, *Organizational Effectiveness, *Team Training, Trainers, *Training Objectives, *Training Techniques

This manual is intended to help citizen groups set up their own on-the-job training activities, tailored to their own individual needs, issues, learning styles, and experiences. Specifically, it discusses building the effectiveness of citizen groups through training for citizen involvement. Chapters are written chronologically, from the first step in the training process through the last. Each chapter is then divided into a series of substeps that usually are required to accomplish a step. Topics discussed include outcomes of citizen group training, the adult education theory, guidelines for determining the goals and objectives of a training program, and suggestions for planning a self-development program. All exercises in the manual appear on single pages so they can be duplicated easily. (Author/LD)

ED 175 133 EA 012 043

Danley, Ray Weiss, Joel
The Influence of Environments on Student Outcomes.
Pub Date-11 Apr 79
Note-54p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, Elementary Secondary Education, *Environmental Influences, *Family Environment, Foreign Countries, Mathematics, Parent Attitudes, Parent Student Relationship, Problem Solving, Reading Achievement, *School Environment, Self Esteem, Tables (Data)
Identifiers-*Ontario

This study examines the relationship between the interactive influences of two environmental settings the home and the school and three measures of student growth reading, mathematics, and self-esteem. Each setting was measured along three dimensions of influence attitudinal, process, and structural. A three stage; multivariate regression analysis was used to examine the data from 1,660 Grade 5 students in 144 classrooms in southern Ontario. Results showed a significant relationship between the problem-solving subtest of mathematics and the interaction of the two settings. But for reading, self-esteem, and mathematics concepts, no evidence of interaction was shown between the home environment variables and the classroom environment variables. (Author)

ED 175 220 EC 120 246

Psychological Intervention: Case Studies in School Psychological Services, Volume 3, 1979.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Pupil Personnel Services.
Spons Agency-Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
Pub Date-79
Note-253p.; For related information, see ED 157 241-242
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Behavior Change, *Behavior Problems, Contingency Management, Counseling, Depression (Psychology), Drug Therapy, Emotionally Disturbed, Emotional Problems, Exceptional Child Research, Hyperactivity, *Intervention, Progressive Relaxation, *Psychological Services, School Phobia, *School Psychologists, Therapy

The book presents 27 case studies illustrating psychological interventions with behavior problem school children. Studies ususally introduce the target population, describe the method of psychological evaluation, report the results of treatment, and discuss the case's implications. Among cases reported are investigations of stimulant medication on hyperactive students, behavioral intervention for a depressed preschooler, a Gestalt approach to counseling an adolescent, the use of cognitive behavior modification, evaluation of hearing impaired students, selective mutism, relaxation training with enuretic students, chronic absenteeism, treatment of encopresis, school phobia, dropouts, and group counseling with secondary school special education students. (CL)

ED 175 283 FL 010 686

Lautamatti, Liisa, Ed. Lindqvist, Pirkko, Ed.
The Language Laboratory: Methods and Materials. Kielikeskusuutisia. Language Centre News, No.1: Special Issue.
Jyvaskyla Univ. (Finland). Language Center.
Pub Date-79
Note-122p.
Language-English; Finnish
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Audiovisual Aids, Autoinstructional Aids, College Language Programs, Communicative Competence (Languages), Higher Education, Independent Study, Instructional Materials, *Language Instruction, *Language Laboratories, *Listening Comprehension, Listening Skills, *Material Development, Secondary Education, Second Language Learning, Speech Skills, *Teaching Methods

This collection of articles deals with various aspects of the role of the language laboratory in language teaching, concentrating on laboratory teaching methods and materials. Topics range from evaluation of existing materials to the planning of courses and self-instruction systems, and include suggestions for the building up of a sound-library and using it for a wide range of purposes. The following articles are presented: (1) Practical Considerations for the Selection and Use of Taped Materials,'' by A. Fraenkel, M. Underwood and N.F. Whitney; (2) Listening Comprehension: With Special Reference to 'English Listening Comprehension in the Economic Sciences' Compiled by Heikki Kokkonen and Marjatta Lehtinen,'' by A. Price; (3) Long Live the Language Laboratory!'' by E. Berggren; (4) Selbststudium im Sprachlabor. Ein Versuch an der Wirtschaftshochschule Helsinki,'' by C. Tammisto; (5) The Use of Self-Instruction in the Teaching of Listening Comprehension A Report on a Teaching Experimentation,'' by T. Sikanen; (6) The Sound and Video Library: An Interim Report on an Experiment,'' by P. Riley and C. Zoppis; and (7) The Language Laboratory in the Post-Audiolingual Era,'' by D. Mendelsohn. The first three articles offer theoretical and practical advice about preparing or choosing materials and organizing courses suited to the present emphasis on communicative needs of the learner. The articles by Tammisto, Sikanen and Mendelsohn treat the development of self-instruction systems and materials and the possibility of widening the use of the laboratory. (AMH)

ED 174 770 CE 022 036

Policy Considerations for Employers in Work Exploration and Experience Programs. Key Findings and Policy Recommendations.

Work in America Inst., Scarsdale, N.Y.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-Aug 78
Contract-DHEW-018A-7701-P2021
Note-118p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Career Choice, Career Exploration, Cooperative Education, Educational Policy, *Employer Attitudes, Employment Practices, *High School Students, On the Job Training, Part Time Jobs, Program Effectiveness, Senior High Schools, Socialization, *Student Attitudes, Student Experience, Supervisory Activities, Vocational Adjustment, *Work Experience, *Work Experience Programs
Identifiers-*School to Work Transition

A study of high school work experience programs was designed to explore the work environment in regard to employer policies, practices, processes and program ingredients to gauge their impact on high school student workers during the school-to-work transition. Two work experience programs were analyzed (North Terrytown, New York, and in Newark, Delaware) and data was gathered directly from student and employer participants and graduates. Findings indicate that the majority of students and employers perceived the most valuable outcomes of the work experience program to be contributions to (1) the development of interpersonal skills and wider ranging socialization; (2) the opportunity for career exploration, career education, and skill development; (3) the provision of initial exposure to the world of work; and (4) the personal growth of the student. Employers and students shared a high regard for the value of paternalism in training and supervision. Two of the six policy recommendations are that the school should assume greater responsibility in screening student and employer participants to assess and better understand their motives for participation and their expectations and that the school should assume an active role in educating employers and supervisors to the potential impacts and outcomes of the program. (Appendixes contain descriptions of the two work experience programs and results of survey questions.) (LRA)

ED 174 828 CE 022 449

New Approaches to CETA Training: An Overview of the Title III National Program for Selected Population Segments. R & D Monograph 69.

Employment and Training Administration (DOL), Washington, D.C. Office of Policy, Evaluation and Research.

Pub Date-79

Contract-DOL-20-25-77-20

Note-251p.; Sections of the appendices will not reproduce well due to small, faint type

Pub Type- Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Advisory Committees, Criminals, Demonstration Projects, *Disadvantaged Groups, *Employment Programs, Federal Legislation, Females, Followup Studies, Handicapped, *Job Training, *National Programs, Older Adults, Participant Characteristics, Program Evaluation, Rural Population, Youth Programs

Identifiers-*Comprehensive Employment and Train Act, *National Program Selected Population Segments

An overview of the National Program for Selected Population Segments (NPSPS), a group of eighty-two projects funded during fiscal year 1977 by the Comprehensive Employment and Training Act, Title III, is presented in this report. Chapter I provides an introduction to NPSPS. Chapter II reviews the administrative models used by the eighty-two projects and examines a common theme among them (affiliating with other service groups to maximize the impact of the project). The role of advisory councils is also examined. Chapter III provides a summary of project activities (programs for youth, older workers, handicapped workers, ex-offenders, women, rural workers, and other segments). Chapter IV contains the results of a survey designed to provide a perspective of NPSPS participants (325 Title III NPSPS participants and 170 Title I participants.) Finally, Chapter V presents and discusses the results of a follow-up study of the eighty-two projects after their funding year was over to learn what level of accomplishment the projects had achieved and whether they had been refunded through local monies for the following year. The appendices include an historical perspective of NPSPS programming, a summary of project types, project summaries, and information of projects focussing on women, handicapped, youth, ex-offenders, rural, older workers, and others. (JH)

ED 174 891 CG 013 682

Manthei, R. J.
Use of Training Groups in Counsellor Education.
Pub Date- 76
Note-13p.; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Counselor Training, Foreign Countries, Graduate Students, *Group Instruction, Higher Education, Interpersonal Competence, *Personal Growth, *Skill Development, Student Development, *Training Techniques
Identifiers-*New Zealand, *Personal Orientation Inventory

The use of training groups in counselor education was evaluated by assessing trainees' (N 12) ratings of the usefulness of the group in terms of its objectives, their comments regarding the personal benefits of participating in the group, and their gains on the Tc and I scales of the Personal Orientation Inventory (POI). Results indicated that trainees found the personal growth and development aspects of the group most valuable. This was supported by significant positive changes on the two POI scales. (Author)

ED 174 937 CG 013 742

Mossholder, Kevin W.

The Effects of Externally-Mediated Goal Setting on Intrinsic Motivation.

Pub Date-79
Note-17p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (25th, New Orleans, Louisiana, March 28-31, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, *Goal Orientation, *Motivation, Objectives, *Participant Satisfaction, *Performance Factors, *Reactive Behavior, *Task Performance

The effect of externally-mediated goal setting on intrinsic motivation was examined using a laboratory assembly task. College male subjects (N 80) were randomly assigned in a factorial design including two conditions of goal setting (assigned vs. no goals) and two conditions of initial task interest (interesting vs. boring task). The results show that under interesting task conditions, assigning specific, difficult goals reduced subsequent task interest, persistence, and satisfaction with the task, while under boring task conditions assigning specific difficult goals increased subsequent task interest only. Findings are discussed in terms of their relevance for the application of goal setting in work contexts and the importance of the task in moderating the impact of goal setting. (Author)

ED 174 958 CS 004 945

Burns, Lynda G., Comp. Womack, Camille, Comp.

A Handbook for the Reading Consultant.

Northeast Louisiana Univ., Monroe.

Pub Date-79

Note-136p.; A number of pages may not reproduce due to light type

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Basic Skills, Elementary Secondary Education, Higher Education, *Reading Consultants, *Reading Diagnosis, *Reading Instruction, *Remedial Reading, School Supervision, *Teacher Evaluation

This handbook includes articles by several authors on topics of interest to reading consultants. Specifically, the 13 chapters deal with the areas of reading readiness, word recognition, phonics, vocabulary development, reading comprehension, content area reading, rate of reading, interests and motivation, remedial corrective reading, evaluation, adult basic reading, and inservice. The appendixes include biographical sketches of leaders in reading; brief descriptions of landmark research; a teacher evaluation checklist; a list of responsibilities for reading supervisors; and lists of resource materials for reading consultants including books, periodicals, films, audiotapes, videotapes, and publishers and professional associations. (TJ)

ED 175 023 CS 205 068

Lieberman, Marc

Justice John Paul Stevens and the Erotic Boomerang.

Pub Date-Aug 79
Note-25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Standards, *Civil Liberties, *Constitutional Law, *Freedom of Speech, *Supreme Court Litigation
Identifiers-*Obscenity, *Stevens (John Paul)

Justice John Paul Stevens of the United States Supreme Court has ruled on obscenity cases in seven instances since his appointment. His rulings reveal that he regards obscenity as a nuisance rather than as a danger threatening to undermine the nation's morality, that he supports a nationwide standard to adjudicate obscenity cases, and that he believes that sexually provocative material cannot be banned but that local communities may limit how or where it is available, that broadcasting needs to be regulated to a greater extent than other forms of communication, and that material must be judged only by examination of the material itself and not on the basis of advertising claims. (TJ)

ED 175 090　　EA 011 865

Mahon, Lee Peterson, Barbara

The Growing Momentum for Sex Equity: Case Studies from California.

Pub Date-Apr 79

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adoption (Ideas), *Change Strategies, *Diffusion, Educational Improvement, *Educational Programs, Elementary Secondary Education, Models, Sex Discrimination, *Sex Fairness

Identifiers-California, Title IX Education Amendments 1972

As part of a symposium evaluating the prospects for eliminating sex discrimination in schools through institutional advocacy, network building, and planned interventions, this paper summarizes the successes and setbacks of sex equity advocacy in California. It reviews theories of innovation diffusion in organizations, documents their application in the advocacy of the California Coalition for Sex Equity in Education (CCSEE), and presents a series of vignettes from case studies to illustrate problems encountered, the change strategies employed, and projected outcomes. Based on the stages of the adoption and diffusion of a new idea, CCSEE has designed and presents a change model that includes a systematic process for problem-solving, identification, and resolution of barriers to the achievement of sex equity. (Author/MLF)

ED 175 158 EA 012 069

A Single Federal Authority Is Needed for Establishing or Constructing Rehabilitation Facilities. Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.
Report No.-HRD-79-84
Pub Date-23 Aug 79
Note-71p.
Available from-U.S. General Accounting Office, Distribution Section, Room 1518, 441 G Street, N.W., Washington, D.C. 20548 (single copy free)
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accounting, Construction Programs, Federal Aid, Federal Legislation, Federal Programs, Federal Regulation, *Federal State Relationship, Government Publications, *Handicapped, *Program Administration, Recordkeeping, *Rehabilitation Centers, State Agencies, *Vocational Rehabilitation
Identifiers-*Rehabilitation Act 1973

The Rehabilitation Act of 1973 authorizes different federal funding rates for state construction and establishment of rehabilitation facilities for the handicapped. Federal regulations and guidelines contain overlapping criteria for determining the eligibility for funding projects with similar activities and goals. This report discusses problems with using rehabilitation program funds for constructing or establishing rehabilitation facilities. It also describes what the Department of Health, Education, and Welfare and the Congress should do to strengthen the administration of construction and establishment funding by state rehabilitation agencies and local rehabilitation facilities. Agencies in Alabama, Florida, Kansas, and Michigan were included in this review. Examined were (1) states' systems for planning rehabilitation facility improvement, (2) procedures for budgeting basic program funds for establishment or construction activities, (3) procedures for controlling federal and state expenditures, and (4) procedures for monitoring the activities of organizations that received federal funds to establish or construct facilities. (Author/MLF)

Martinson, Ruth A.
A Guide Toward Better Teaching for the Gifted.
National/State Leadership Training Inst. on the Gifted and Talented, Los Angeles, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 76
Note-81p.
Available from-Ventura County Superintendent of Schools, 535 East Main Street, Ventura, California 93009 ($3.25; 10% discount for 100 or more copies)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Case Studies, *Curriculum Development, *Curriculum Planning, Educational Methods, *Gifted, *Talented Students, *Teacher Characteristics, Teacher Education, Teaching Methods

Written for teachers of gifted and talented students, the handbook provides an overview of gifted education and curriculum development. The first chapter considers the need for preparation of teachers who work with the gifted. A summary of past and present efforts in gifted education reviews research on teacher education and teaching approaches with gifted students. A chapter on preparation for curriculum planning presents examples of attitude scales and data collection forms, (including interest inventories) as well as case studies of gifted children. A final chapter focuses on such curriculum development aspects as group discussion suggestions and ideas for meaningful learning. Examples of student poetry and term reports are included. (CL)

ED 175 242 FL 010 427

Geographic Distribution, Nativity, and Age Distribution of Language Minorities in the United States: Spring 1976. National Center for Education Statistics Bulletin.

National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-NCES-78-134
Pub Date-Aug 78
Note-12p.; Some tables may be difficult to read because of small type size
Available from-National Center for Education Statistics, 400 Maryland Avenue, N.W., Washington, D.C. 20202 (free)
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Demography, *Ethnic Distribution, *Ethnic Groups, Geographic Distribution, Geographic Location, Language Maintenance, *Minority Group Children, *Minority Groups, Native Speakers, *Non English Speaking, Place of Residence, Population Trends, Second Languages, Statistical Surveys

Approximately 28 million persons in the United States, including about 5 million school-age children, have native languages other than English or live in households in which languages other than English are spoken. These are among the findings released by the National Center for Education Statistics from the Spring 1976 Survey of Income and Education. Other findings are summarized under the following headings: (1) proportion of language-minority persons in the United States; (2) the largest language group; (3) other language minority groups; (4) location of language-minority persons; (5) percentage of language-minority persons in the various states; (6) language minority birthplaces; (7) language minority children of school age; (8) source of data; and (9) related reports. Six tables are included. (AMH)

ED 175 202 FL 010 503

Kochman, Thomas

Boasting and Bragging: Black'' and White.'' Working Papers in Sociolinguistics, No. 58.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Note-18p.
Available from-Southwest Educational Development Laboratory, 211 East 7th Street, Austin, Texas 78701
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American English, Black Culture, *Black Dialects, *Blacks, Cross Cultural Training, Cultural Awareness, *Cultural Differences, Cultural Factors, *Discourse Analysis, Language Patterns, Language Research, Language Styles, *Language Variation, Nonstandard Dialects, Racial Factors, Sociolinguistics, Speech Communication, Speech Habits

This paper draws from a number of sources, from Muhammad Ali to TV commercials, to demonstrate the quite different conceptions that black and white Americans have of the meaning of boasting and bragging. For blacks, boasting and bragging are two distinct ways of speaking and communication. Boasting is a joking, playful verbal bahavior, not to be taken literally. A good boaster is admired as is a good joke teller; in fact, the verbal behavior involved is very similar. On the other hand, bragging is a serious form of self-aggradizement, quite distinct from playful boasting. For whites, especially Anglo-Saxon whites, both boasting and bragging are to be taken seriously and both are considered to be in bad taste. People who boast and brag are called egotists and show-offs.'' It is shown: (1) that white conceptions and interpretations of boasting/bragging and black conceptions and interpretations of boasting/bragging are in conflict, and (2) that there is great potential for misunderstandings in black-white interactions because of this conflict. It is important for individuals in public service roles who interact with both blacks and whites, and especially with both groups simultaneously, to be aware of the differences in black and white communicative behaviors and the potential for conflict and misunderstanding. (Author/AMH)

ED 174 753 CE 020 211

Detwiler, Wayne L., Sr. Shemick, John M.

A Verification of Industrial Education Teacher Competencies by In-Service Vocational Industrial Education Teachers and Industrial Arts Teachers from the Central Region of Pennsylvania. Vocational-Technical Education Research Report. Vol. 17, No. 1.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date-Jan 79

Note-193p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Curriculum Development, Differences, Industrial Arts, Industrial Education, Learning Modules, *Performance Based Teacher Education, *Preservice Education, Student Attitudes, Teacher Attitudes, *Teacher Education Curriculum, *Teaching Skills, *Trade and Industrial Teachers

As the first phase of a three-phase process to implement a CBTE (Competency Based Teacher Education) program in vocational industrial teacher education at the Pennsylvania State University, a study was undertaken to identify and verify teaching competencies for industrial education teacher education. After developing a list of 173 competencies, a survey was conducted of 448 in-service vocational industrial education teachers and 780 in-service industrial arts education teachers to establish the relationship of the competencies to the two groups of teachers. It was found that both groups perceive the relative importance of teacher competencies in the same manner. In regard to competencies unique to either group, it was found that the statements so identified are along the dimensions by which the two types normally differ. Thus, the teachers perceive common needs in teacher preparation and performance. The study also examined the usefulness of eight CBTE modules developed at the Ohio State University Center for Vocational Education by incorporating them into three courses at the Pennsylvania school. Based on an evaluation in one of the courses by the students, it was concluded that student attitude improved significantly due to the modules' use and that the modules were successfully infused into the course. (ELG)

ED 174 789 CE 022 290

Houser, Betsy Bosak And Others

Fostering Sex Fairness in Vocational Education. Final Report.

Steiger, Fink, and Kosecoff, Inc., McLean, Va.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento. Div. of Vocational Education.

Pub Date-30 Jun 79

Note-289p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Evaluation Methods, Federal Legislation, Grievance Procedures, *Information Networks, Models, Postsecondary Education, *Program Evaluation, Secondary Education, Sex Discrimination, *Sex Fairness, Sex Stereotypes, *Statewide Planning, *Vocational Education

Identifiers-*California, Public Law 94 482

This report summarizes the activities undertaken to aid the California State Department of Education, Vocational Education Unit, and the California Community Colleges Chancellor's Office in their efforts to eliminate sex bias, stereotyping, and discrimination from vocational education programs throughout the state. Activities described include the following: the establishment of a statewide network for information on sex equity issues; the provision of information, counseling, and general assistance to local personnel, parents, students, and the community at large on issues relevant to sex equity and on redress of sex equity grievances; the review of the California Five-Year State Plan to identify the extent to which it reflects the letter and spirit of the law mandating it; the completion of an evaluation of activities and services provided by the state for the purpose of fostering sex equity in vocational education; and the development of an evaluation model to examine the extent to which sex equity has been fostered by the end of the current Five-Year Plan. Findings and recommendations are presented in the report. (JH)

ED 174 848 CE 022 489

Banathy, Bela H. And Others

Instructional Leadership Development for Generic Work Skills Curriculum. Module 2: Curriculum Planning, Implementation, and Evaluation.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Mar 79

Note-92p.; For related documents see CE 022 485 and CE 022 487-489 ; Parts may be marginally legible

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Cooperation, *Curriculum Development, *Group Relations, *Instructional Staff, Interpersonal Competence, *Leadership Training, Program Evaluation, Program Planning, Social Relations, *Vocational Education

Identifiers-*Generic Work Skills, *Instructional Leadership Development Program

This document is one in a set of four documents which present a personnel development program aimed at improving the competence of instructional leaders in planning and implementing curricula in generic work skills, especially in vocational education. (Generic work skills are defined as those skills that facilitate the operation of goal-oriented groups involved in the accomplishment of specific tasks that require cooperative interaction among the members of the group.) Divided into three parts, this module is designed (1) to provide guidelines and a framework for implementing a generic work skills curriculum into the classroom curricula or educational program; (2) to help the user acquire the instructional management skills needed to teach generic work skills; and (3) to help the user adapt the curriculum to the needs and constraints of his/her situation. Each section is organized so that the guidelines and a framework are presented first and then an application exercise. A self-evaluation activity is included at the end of the module. (BM)

ED 175 303 HE 011 296

Hoyt, Donald P. Cashin, William E.

IDEA Technical Report No. 1. Development of the IDEA System.

Kansas State Univ., Manhattan.

Pub Date-Mar 77

Note-37p.; For related documents see HE 011 297-299

Available from-Center for Faculty Evaluation and Development in Higher Education, 1627 Anderson Avenue, Box 3000, Manhattan, KS 66502 ($4.00)

Pub Type- Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-College Faculty, *College Instruction, College Students, Comparative Statistics, Correlation, *Effective Teaching, Evaluation Methods, Faculty Development, *Faculty Evaluation, Higher Education, Institutional Research, Instructional Improvement, Questionnaires, Self Evaluation, *Student Evaluation of Teacher Performance, Student Teacher Relationship, *Surveys, Teaching Methods, *Teaching Quality

Identifiers-*IDEA System, Kansas State University

The development of the IDEA system, a survey concerning teacher effectiveness at Kansas State University (KSU) is described. The system originated at KSU during the 1968-69 academic year as a means for investigating the effectiveness of teaching and for improving instruction. A discussion concerning its purpose and rationale is included. The development of a list of 10 course objectives as part of the survey instrument is described. Student progress, relationships between teaching methods and objectives, and the effect of class size and student motivation on teaching effectiveness are also measured on the IDEA survey. Statistical data and reliability and validity information concerning the development of the survey are discussed and the data are tabulated. The intercorrelations between survey items and variables are also presented. Forms 1, 2, 3, and 4 of the IDEA system are included and a list of items comprising a priori scales is appended. (SF)

ED 175 322 HE 011 601

Dickmeyer, Nathan Hughes, K. Scott

Self-Assessment of Financial Condition. A Preliminary Edition of a Workbook for Small Independent Institutions.

American Council on Education, Washington, D.C.; National Association of Coll. and Univ. Business Officers, Washington, D.C.

Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date-Jun 79

Note-60p.

Available from-National Association of College and University Business Officers, One Dupont Circle, Washington, DC 20036

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Economic Factors, Educational Finance, *Evaluation Methods, *Financial Problems, Higher Education, *Private Colleges, *Small Colleges, *Statistical Analysis

Identifiers-*Financial Indicators, *Self Evaluation (Institutions)

A relatively simple method for self-assessment of the financial condition of small independent colleges is presented. The workbook is intended to assist trustees, presidents, and business officers in small independent colleges in evaluating their institution's financial condition. A check list of necessary evaluations and a guide for interpreting the evaluations are provided. The approach is analytic and diagnostic, promoting an assessment of the institution's financial strengths and weaknesses rather than a single overall financial health'' indicator. The theory and framework of the evaluation process are composed of three separate analytic steps or tiers, of which only the first, which involves examination of a limited number of easily calculated statistics, is considered in this preliminary version of the workbook. If the statistics suggest a sound financial condition, no further analysis is required. The worksheets used for calculating the statistics of the first tier are presented, and each statistic's purpose and significance are explained, with a step-by-step method for the calculation. A set of definitions is also provided to facilitate data gathering. Once the statistic has been calculated, the significance of the value of the statistic is also explained. (SC)

ED 174 915 CG 013 706

Hernandez, Leodoro Carlquist-Hernandez, Karen

Humanistic Counseling of Bilingual Students: A Continuous Process K - 12.

Pub Date- 76

Note-30p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Affective Behavior, *Bilingual Students, Cocounseling, *Cognitive Development, *Counseling Effectiveness, Cross Cultural Training, *Elementary Secondary Education, *Humanistic Education, *Mexican Americans, Multicultural Education, Spanish Speaking

Field independence, traditions and assertiveness of counselors and Latino students are explored to help counselors function more effectively with Latino students. Latino students can be taught to be bicognitive, biaffective, and assertive. A model is offerred to assist counselors in this effort. Six examples of counseling methods, using teacher-counselor teams, are presented and analyzed. Suggestions are offered for strong, innovative counseling teams to serve students. (Author/BEF)

ED 174 981 CS 204 870

Walpole, Jane R.

Strunctional Analysis of Prose.

Pub Date-Apr 79
Note-20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Connected Discourse, *Discourse Analysis, *Prose, Sentences, Syntax, Teaching Techniques, Writing Skills

Strunctional'' analysis identifies, simultaneously yet separately, both the structural and functional links that tie sentence pairs together. Coherence in prose results from an appropriate combination of structural and functional relations between each sentence pair. Structural links between sentences comprise syntactic and lexical links; functional links reflect the logical relations that comments have toward structurally-linked head sentences. These relations can be either explicit or implicit. Benefits derived from using strunctional analysis in the classroom include: closer examination of paragraphs to notice specific words and structures; identification of devices an established author uses to develop ideas; and identification of errors made by student writers that keep their writing from being coherent and clear. (Examples of strunctional analysis and suggested techniques for classroom use are appended.) (AEA)

ED 175 089 CS 502 604

Schneider, Ben Ross, Jr.
Ways in Which LSIB Can Be Used.
Pub Date-Aug 79
Note-7p.; Paper presented at the Annual Meeting of the American Theatre Association (New York, New York, August 12-15, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Acting, *Computer Programs, *Data Bases, *Drama, Dramatics, Eighteenth Century Literature, English Literature, Information Sources, *Literary History, Seventeenth Century Literature, *Theaters
Identifiers-*London Stage Information Bank

The London Stage Information Bank (LSIB) is a machine-readable text of The London Stage, 1660-1800,'' an 11-volume publication that contains information on plays, entertainments and afterpieces, casts, box-receipts, and contemporary comment compiled from playbills, newspapers, and theatrical diaries of the period. The LSIB can be searched by subject matter or by using any word, word root, or phrase in the corpus. An Index to The London Stage,'' a 939 page reference book, has been produced using this information bank; and two microfiche guides containing information on the repertoires of all the actors on the London Stage and on the history of each role are planned. (MKM)

ED 174 809 CE 022 377

Wiant, Allen A.

Transferable Skills: The Employers' Viewpoint. Information Series No. 126.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 77
Contract-NE-C-00-3-0078
Note-39p.
Pub Type- Reports - Research (143) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Responsibility, *Employer Attitudes, Employment Potential, Employment Practices, Interpersonal Competence, *Job Skills, *Occupational Mobility, Promotion (Occupational), Relocation, School Industry Relationship, School Role, Skill Development, *Transfer of Training, Transfer Policy, Vocational Adjustment, Vocational Education, Work Attitudes

A series of nine conferences were held to determine how representatives of local businesses and industries across the U.S. view the kinds of skills that are occupationally transferable, and to identify the types of skills important in their firms' work settings in qualifying for job transfers and progressions. Conference participants were persons from a variety of business and industry contexts who had experience in personnel administration and a good understanding of their firms' personnel policies and policy rationale. Each conference centered around four topics: (1) personal occupational experiences and skills, (2) patterns of occupational mobility, (3) assessment of transferable skills, and (4) usefulness of the transferable skills concept. Results of the conferences indicated that communicating, working with others, problem solving, analyzing/assessing, planning/layout, organizing, managing others, decision making, and positive work attitudes were mentioned most frequently as transferable skills. It was also found that possession of transferable skills is more essential for job openings with long term potential as opposed to immediate job openings. While opinions differed concerning vocational education's role, it was suggested that skills that assist employees to be independent should be emphasized by schools. (A discussion and conclusion section concludes the report.) (LRA)

ED 174 868 CG 013 656

Is Beer a Four Letter Word?

National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.

Spons Agency-Public Health Service (DHEW), Arlington, Va.
Pub Date-78
Note-62p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (017-024-00800-1)
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Alcohol Education, Civil Liberties, *Drinking, *Family Influence, *Peer Relationship, Social Factors, *Student Attitudes, Student Behavior, *Teenagers

This guide is designed to assist teenagers as well as those who work and live with them in examining issues, attitudes, and feelings about drinking. Numerous Action Plans are provided to help the user focus on various aspects of drinking and its potential effect on individuals, their families, and their relationships with others. The objectives in the Action Plans address the following areas of concern: (1) family drinking behavior; (2) alternatives to drinking; (3) school and community projects for alcohol education; (4) legal rights of teenagers; (5) peer pressure; and (6) physical, mental, and emotional effects of drinking. (HLM)

Johnson, Carolyn, Comp. And Others
Spouse Abuse; A Selected Bibliography.
Aspen Systems Corp., Germantown, Md.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Nov 78
Contract-J-LEAA-023-77
Note-66p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Counseling Services, *Family Relationship, Interaction Process Analysis, *Intervention, *Law Enforcement, Social Problems, *Spouses, *Violence

This collection of resources is designed to assist those helping professionals dealing with victims of spouse abuse as well as those individuals interested in learning more about this particular subject area. This annotated bibliography has been compiled to highlight the problem of spouse abuse and the various forms of intervention currently available. The citations, arranged alphabetically by author, are presented in two sections, the first covering the nature of the problem with a focus on descriptions of spouse abuse and violence in the family, analyses of the causes, and suggestions for change; and the second covering intervention strategies with an emphasis on the role of the law enforcement system, options available to battered spouses, and examples of places of refuge. Instructions for ordering documents are also provided. (Author/HLM)

ED 174 938 CS 004 799

Walmsley, Sean A.

On the Relationship between Writing and Reading Processes: A Contextual Perspective.

Pub Date-Nov 78

Note-17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, Communication (Thought Transfer), *Composition (Literary), Educational Research, Linguistics, Readability, *Reading Comprehension, *Reading Processes, *Reading Research, Social Environment, *Writing Skills

Identifiers-*Composition Process

The relationship between writing and reading processes can be analyzed from several contextual perspectives. The contextual perspectives may be linguistic, social, schematic, or strategic. While the writer follows several steps in getting meaning into print, the reader may not be able to reverse perfectly these steps and get meaning from print. The reading processes are affected by writing processes to the extent that writers' and readers' contexts are not equivalently transparent or obvious to each other. Writers have some control over the transparency or clarity they provide to readers' contexts if they choose to be sensitive to them; however, readers may have less choice. The research implies that any conception of the reading/writing process will have to be sensitive to the particular processing demands on writers versus readers and to the differences in writers' and readers' purposes for writing and reading. (MKM)

ED 175 003 CS 205 035

Wess, Robert C.

Write,'' If You Want to Teach Writing.

Pub Date-Apr 79
Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *English Instruction, *Group Discussion, Higher Education, *Teacher Participation, Teacher Role, *Teaching Techniques, *Writing Skills

When composition teachers use their own essays as models for students' writing, they provide a process for students to learn and a product for their imitation. The models can be both readable and related to the mode currently being studied while also being vehicles for making the teacher more vulnerable'' to the students. The process described by one teacher includes the creation and production of the model essay; the distribution of the model essay; written and oral evaluation of the model essay; and the production, presentation, and critique of students' essays. The oral critique is especially important in this process and includes general orientation and instructions, analysis in very small groups of a specific topic related to the essay, and presentations of conclusions to the entire class followed by class discussion. The teacher participates in each group as facilitator, consultant, or motivator. This process has proven successful in providing resource material for students and in motivating students as they see the instructor go through the same writing and evaluation process that they must follow. (TJ)

ED 175 024 . CS 205 069

Gunter, Jock

Letter Fluency Games. Technical Note No. 9.

Massachusetts Univ., Amherst. Center for International Education.; Ministerio de Educacion Publica, Quito (Ecuador).

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-75

Note-54p.

Available from-Center for International Education, 285 Hills House South, University of Massachusetts, Amherst, Massachusetts 01003 ($1.00)

Pub Type- Guides - General (050) - Miscellaneous (999)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Basic Education, *Adult Literacy, *Educational Games, Foreign Countries, Language Ability, *Language Fluency, *Language Proficiency, *Letters (Alphabet), *Literacy Education, Teaching Techniques, Word Recognition, Written Language

Identifiers-*Ecuador

A variety of fluency materials inexpensive games and exercises designed to offer learners practice in the component skills necessary for literacy are discussed in this report. Various sections contain discussions of the materials within the context of a broader literacy project, the materials and the levels of organization of written language, learner initiative, the rubber stamp'' literacy method, and evaluation of the fluency materials. An appendix contains descriptions of 14 literacy fluency games and exercises, including el chulo,'' concentration,'' lottery,'' letter chips,'' word bingo,'' letter dice,'' letter rummy,'' and the sentence game.'' (FL)

ED 175 091 EA 011 917

Bond, Julian
Pub Date-21 Apr 79
Note-15p.; Presentation at the Annual Meeting of the National School Boards Association (39th, Miami Beach, Florida, April 21-24, 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Black Achievement, *Black Students, *Civil Rights, Educational History, Elementary Secondary Education, *Equal Education, Higher Education, *Racial Discrimination, *School Integration, School Segregation, Supreme Court Litigation
Identifiers-*Brown v Board of Education

The history of the twenty-five year period since the Brown v. Board of Education decision can be divided into three phases. The first phase was from '54 to '64, during which the Court applied its rule of ``all deliberate speed.'' The focus was on desegregating the dual systems of the South, the products of de jure segregation, and all deliberate speed was translated in Southern accents to mean any conceivable delay. Phase two comprised the five years from passage of the Civil Rights Act of 1964 until 1969. Title VI of the act prohibited discrimination wherever federal funds were used, and for the first time the federal government began to take an active role. Phase three must properly be called the backlash phase, and it remains current today. Black young people are still discovering, due to a system that would not teach them to read or add, that the end of their education means the beginning of unemployment. People who are charged with responsibility for education must realize that in the long run, the cost of achieving justice is never so great as the cost of denying it. For that cost is measured by indicators such as crime, mental illness, human decay, and social disintegration. (Author/MLF)

ED 175 112 EA 012 019

Wyne, Marvin D.

The National Safe School Study: Overview and Implications.

Pub Date-Apr 79

Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 4-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Role, *Crime, *Delinquency, Delinquency Prevention, *Discipline Problems, Elementary Secondary Education, Humanization, Interpersonal Relationship, Leadership, Principals, School Administration, School Security, School Size, *School Vandalism, Student Teacher Relationship, Surveys, *Violence

Identifiers-National Institute of Education

From 1975 to 1978 the National Institute of Education conducted a national survey on school crime. They assessed the incidence and seriousness of the problem, the number and location of schools affected, the costs, the means of prevention used, and the effectiveness of these means. More than 4,000 elementary and secondary schools were surveyed and a representative sample of 642 junior and senior high schools was visited by onsite field representatives. Researchers found that although school violence appears to be waning, it is still a serious problem. Several factors are associated with school violence, including high crime rate and presence of gangs in the area, high proportion of male students, large schools and classes, and a lack of principal firmness, fairness and predictability in enforcement. Factors associated with vandalism included high crime rate, large schools, lack of good enforcement by the principal, lack of family integration and discipline, poor coordination between faculty and administration, and high importance of grades. The study suggests that crime can be reduced by an equitable structure of order, legitimate and effective governance, strong leadership, personalization'' of the schools, and better security measures. (Author/JM)

ED 175 134 EA 012 044

Davis, William And Others

Foundations of the Studies of Implementation: The Innovation and Research Sites. Technical Report No. 494.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 79

Grant-OB-NIE-G-78-0217

Note-152p.; Back cover may not reproduce

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Elementary Education, *Individualized Instruction, Longitudinal Studies, *Research Methodology, Sampling, Tables (Data)

Identifiers-*Individually Guided Education, Instructional Programming Model, Research Site Selection, *Studies of Implementation, Wisconsin

This report focuses on two separate aspects of the longitudinal study of innovative instruction called Studies of Innovation. These aspects are the innovation being studied (the Instructional Programming Model of the Individually Guided Education Program) and the procedures used in selecting research sites. Following the introduction, Chapter 2 describes the innovation, presents the reasons for selecting it, and explains the procedure used to measure implementation. Chapter 3 gives a historical account of Individually Guided Education in the nation and in Wisconsin. Chapter 4 presents a rationale for site selection procedures and describes the sampling plan. Chapter 5 describes the 13 schools that have agreed to participate as research sites. (Author/JM)

ED 175 199 EC 120 128

Lowenstein, L. F.

A Study of Child Arsonists: Their Diagnosis and Treatment.

Pub Date- 79
Note-19p.; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Behavior Change, *Behavior Problems, Emotionally Disturbed, Evaluation Methods, Exceptional Child Research, *Followup Studies, Intervention, Operant Conditioning, *Student Characteristics
Identifiers-*Pyromania

To establish diagnostic criteria, 12 fire-raising or pyromaniac children (7-15 years old) were compared with 12 control students matched for age, sex, and intellect. Six diagnostic procedures, including the Wechsler Intelligence Scale for Children, the Lowenstein Fire Raising Diagnostic Test, and the Eysenck Personality Questionnaire, were used to differentiate fire-raising from non fire-raising Ss. Six of the fire-raising Ss participated in three behavior-oriented treatment sessions designed to decondition the behavior through aversion therapy, a reactive inhibition approach, educational therapy, and environmental manipulation and counseling. Among results were that only the Lowenstein Fire Raising Diagnostic Test differentiated the fire-raising from the non fire-raising Ss; that the experimental procedures appeared to be superior to control methods; and that the result was maintained after a 5-year followup. (CL)

Ulman, Joe
Follow-Up on Psychological Services: State of the Art.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Pupil Personnel Services.
Report No.-5120-D12330/6-79
Pub Date-Jun 79
Note-34p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, *Emotional Problems, Exceptional Child Research, *Handicapped Children, *Psychological Services, *School Psychologists, *School Services
Identifiers-*Followup Services

The paper reviews followup school psychological services with handicapped and nonhandicapped students in terms of rationale, research support, and a survey of its implementation by 121 school psychologists. Followup is defined as the continued involvement of the school psychologist following the completion of the problem identification and analysis phases with an individual child. It is explained that analysis of response patterns from the surveys indicated that 76% of the psychologists said they provide followup for all or most of the students receiving psychological services; 89% use an informal followup system, typically involving the re-contact of significant individuals within the life of the child; and that annual review staffings and 3-year reevaluations were the most frequently cited formal followup systems. (CL)

ED 174 959 CS 004 947

Pflaum, Susanna W.

Oral Reading in the Learning Disabled.

Illinois Univ., Chicago. Chicago Circle Campus.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date- 78
Grant-300-77-0493
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Context Clues, Disadvantaged Youth, Elementary Secondary Education, *Learning Disabilities, *Low Ability Students, *Miscue Analysis, *Oral Reading, Phonics, Reading Difficulty, Reading Instruction, *Reading Research, Reading Skills

A study was undertaken to discover whether there were differences between disabled children's linguistic cue use and that of normal readers under controlled conditions. Fifty-one children, 22 learning disabled and 29 control, were drawn from a poor, inner-city school district; 28 children, 14 in each group, from an affluent, suburban area. After they had proceeded through a three-step procedure designed to control for error rate, the subjects read a version of a story written on eight levels of difficulty. Despite the attempt to control for error rate, there was a tendency for the learning disabled group to have a higher error rate than the control group. As a result, subsequent analyses involved tests of difference on the number and on the proportion of each of the oral reading variables. The findings showed that learning disabled students made proportionally more errors that marred sentence meaning and did not self-correct the serious meaning change errors as much as did the control group. By contrast, they used phonic cues as well as did the control group. The actual number of self-corrections was the same for the two groups; however, the learning disabled simply self-corrected less effectively. (Author)

ED 175 046 CS 205 108

Beginning an Advanced Placement Course in English Language and Composition.

College Entrance Examination Board, Princeton, N.J.
Pub Date-79
Note-51p.
Available from-College Board Publications Orders, Box 2815, Princeton, New Jersey 08541 ($1.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Advanced Placement Programs, *Composition (Literary), *Curriculum Development, *English Instruction, *Grammar, Secondary Education, *Writing Skills

The purpose of this booklet is to aid those teachers who wish to begin a course in advanced placement English language and composition. Five sections are included that outline different ways of organizing a course in language and composition. The topics discussed are: aims and modes in writing; semantics, structure, and style; argument and rhetoric; a thematic approach; and a multidisciplinary approach. All are based on general topics and include both the study of the process of writing and the reading and analysis of varieties of discursive prose. The appendixes include sample exercises and assignments and a bibliography for teachers. (MKM)

Cant, Malcolm J.

The Mobile Delivery of a Comprehensive Program by a Multidisciplinary Team. Statistical Paper.

Pub Date-Sep 78
Note-14p.; Paper presented at the Epilepsy International Symposium (Vancouver, Canada, September 10-14, 1978)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Decentralization, *Delivery Systems, *Epilepsy, Exceptional Child Research, Parent Education, Parent Participation, Parent School Relationship, Program Evaluation, Special Health Problems

Questionnaires completed by 34 epilepsy clients of a long-term comprehensive and decentralized neurological center are analyzed, and professional staff time-statistics are considered in terms of staff member-client interaction time. Survey responses are outlined for the following aspects (sample findings in parentheses): the five most important things about the services which help meet the client's total needs (involvement with home and school, open communication with staff members); five most important things about the services which fail to meet the client's total needs (inadequate staff numbers, lack of communication with doctors); benefits of home treatment (more personal in nature, better relationship between staff number and child); benefits of center-based treatment (opportunities to meet other parents, advantages of group treatment); benefits of treatment at the preschool or school (better communication between the school and center staff); preferred setting; parent education; parent involvement, parent-staff relationship; and professional involvement. (CL)

ED 175 243 FL 010 435

Raimes, Ann

Problems and Teaching Strategies in ESL Composition. (If Johnny Has Problems, What about Joan, Jean, and Yue-Han?) Language in Education: Theory and Practice, No. 14.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-32p.
Available from-Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 ($2.95)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Composition Skills (Literary), *English (Second Language), English Instruction, Higher Education, *Language Instruction, Language Skills, Secondary Education, Second Language Learning, Second Languages, Skill Development, *Teaching Methods, *Writing, Writing Exercises, *Writing Skills
Identifiers-Information Analysis Products

This paper discusses the similarities and differences between teaching composition to native speakers and to speakers of English as a second language (ESL). The concepts, strategies and conclusions are applicable to learners of any second language. Basically, the point is that the conceptual function of language, that language is self-expression, has to be operative in composition instruction for native and non-native speakers alike. All composition students have to be taught to think originally and logically, to plan, write and rewrite. However, learners of second languages have additional problems to surmount and these have to be considered by teachers of ESL. These problems are considered here under five headings: (1) Sentence Structure and Grammar; (2) Rhetorical Structure and Organization; (3) Reading; (4) Vocabulary, Spelling and Idiom; and (5) What Students Write about and How They Feel about English: Content and Attitude. Each of these sections contains a discussion of the problem and a number of strategies for dealing with it. Bibliographical notes conclude the document. (AMH)

Eggland, Steven A.
The Development and Evaluation of a Directed Occupational Experience Program. Final Report.
Nebraska Univ., Lincoln. Teachers Coll.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Dec 78
Grant-G007701955
Note-360p.; Some pages in this document will not reproduce well due to broken type
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Curriculum Development, Higher Education, *Learning Modules, Performance Based Teacher Education, *Preservice Education, Program Development, Program Effectiveness, *Program Evaluation, *Teaching Skills, *Vocational Education Teachers, Work Experience, *Work Experience Programs

A study was conducted to develop and examine an alternative to the traditional occupational experience method of the development of professional vocational teacher education competencies. A professional competence examination was developed to measure effectiveness of varying types and amounts of occupational experiences in developing vocational teacher competencies. A modular curriculum was written and implemented along with an occupational experience at four university sites. Pre- and posttests were administered to a laboratory group consisting of preservice business and distributive education teachers. Two reference groups, which had occupational experience without the modules, were also examined to provide a control. Results indicated that professional vocational education competence can be engendered through a directed occupational experience program strategy. (The professional Competencies Battery with scoring instructions, and copies of the twenty directed occupational experience modules are appended. The modules focus on the areas of program planning, instruction, cooperative education, community relationships, technical development, laboratory plan, guidance, advisory committee, and program evaluation.) (JH)

ED 174 829

CE 022 453

Development of Standards for Textiles and Clothing Postsecondary Programs. Final Report.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jul 79
Grant-G007701165
Note-245p.; Parts of Appendices S-V will not reproduce well due to light print
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Clothing Design, *Fashion Industry, *Job Skills, Merchandising, Postsecondary Education, *Program Validation, Rating Scales, *Standards, Task Performance, *Vocational Education
Identifiers-Apparel Services, Window Treatment Services

A project was conducted to validate program standards and performance standards for four postsecondary occupational areas fashion merchandising, fashion design, apparel, and window treatment services. Returns from 117 questionnaires from postsecondary institutions in fifty states were used to develop program standards statements and to provide direction in development of competency statements (program standards). Respondents used a 1 to 11 point scale to indicate degree of importance of general program standards. Fifty educators in fashion merchandising and 54 educators in other textiles and ~~clothing areas~~ responded. Competency statements based on tasks performed in four occupational areas were compiled into one instrument for each area. Separate questionnaires were developed for business and educators. Respondents indicated how important competencies were for each of four areas. Fashion merchandising questionnaires were completed by 218 educators and business personnel; fashion design by 64; apparel services by 108; and window treatment services by 79. Scattergrams were prepared for mean responses to competency statements for fashion design, apparel services; fashion design, window treatment; window treatment, apparel services. Sixteen competencies were common to three areas; 43 common to apparel services, fashion design; 20 common to fashion design, window treatment; and 16 common to window treatment, apparel services. (Author/JH)

Pallak, Suzanne Sogin

Attentional Antecedents of Social Comparison Processes.

Pub Date- 77

Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attention, *Attribution Theory, Behavior Patterns, *Behavior Theories, Comparative Analysis, *Self Concept Tests, *Self Evaluation, *Social Behavior, Social Influences, Stimulus Behavior

Identifiers-*Social Comparison

Objective self-awareness theory and stimulus incongruity theory suggest that focusing one's attention on one's behavior in an unfamiliar situation will increase the drive to evaluate oneself, which may be manifested in social comparison. Videotapes of male undergraduates conversing with hand-held puppets were used to study direction of attention (self-focused vs. other-focused). Characteristics of a comparison other (similar vs. dissimilar) were manipulated by showing subjects videotapes of themselves and others and having subjects code their reactions. Measures of arousal and attributional tendency indicated that the manipulation of attention was successful. Significantly more subjects in the self-focused-similar conditions, as opposed to those in the other conditions, chose to observe the comparison other. (Author/BEF)

ED 174 982 CS 204 910

Root, Robert L., Jr.

Humpty, Alice, and the Composition Prism: A Perspective on Teaching Process.

Pub Date-May 79

Note-15p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), Educational Practice, Secondary Education, *Teacher Attitudes, *Teaching Models, *Teaching Techniques

Identifiers-*Composition Process

Two opposing views of composition instruction one emphasizing the creativity and self-involvement of the student (or producer), and one emphasizing the communication produced (the product) can be reconciled through a perspective that emphasizes the process of composition. It is in process, defined as the act of composing'' or the act of producing,'' that all student composing takes place. Both producer-orientation and product-orientation in the composition classroom can shortchange process. Producer, product, and process are not mutually exclusive, however, and all three elements, determined by the purpose of the discourse, can function together to turn the classic, one-dimensional communication triangle of encoder-signal-decoder into a three-dimensional prism. Teaching or writing must provide aims and occasions and be centered on process, allowing individual writers the freedom to engage process in ways that observation and experience have shown writers really use (AEA)

ED 175 070 CS 502 606

Plaskon, Stephen Paul

An Analysis of the Speech Adjustment of Second Grade Children to Variations in the Age of Listeners.

Pub Date-Mar 79

Note-57p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (Hartford, Connecticut, March 23-25, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adjectives, Adjustment (to Environment), Behavior Patterns, *Child Language, Communication Skills, Grade 2, Interaction Process Analysis, *Language Research, *Language Styles, *Language Usage, Lower Class Students, Primary Education, *Social Status, Speech Communication, *Speech Skills, Syntax

Identifiers-Communication Research

A sample of 48 middle and lower class kindergarten and second grade students participated in a study to determine what speech adjustments school-age children made for listeners of different ages. Half the second grade subjects learned about two performance tasks a board game and constructing columns of colored blocks from the researcher, after which they taught the game and directed the construction task to the other second grade students and to kindergarten students during separate situations. The speaker/leaders were recorded and analyzed for differences across listener types, including mean length of utterances, developmental sentence scores, and type token ratios for lexical diversity variations of adjectives, nouns, pronouns, and prepositions. The statistical analyses of the data indicated that neither the total number of utterances nor mean length of utterances of the second grade speakers varied as the listener changed from peer to kindergartener. Significant differences were found between middle and lower class speakers for use of syntax; lower class second grade speakers used a greater variety of syntax when speaking to kindergarten students than to peers, and they used a greater number of adjectives in their speech to peers than to kindergarten students. (These results are discussed for their implications to classroom organizational patterns.) (RL)

Cresswell, Anthony M. And Others

Budgeting and Bargaining Interactions in School Districts: An Ethnoscientific Approach to Field Research.

Pub Date-Apr 79
Note-38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Personnel, *Budgeting, *Collective Bargaining, *Decision Making, Elementary Secondary Education, Ethnography, *Interaction, Interviews, *Power Structure, Research Problems, *Resource Allocations, School Districts, School Superintendents, Teacher Administrator Relationship, Teacher Salaries
Identifiers-Ethnoscience, Illinois

Budgetmaking and bargaining are central resource allocation processes in schools; this study examines how they affect one another. Ethnoscientific techniques were applied in nine Illinois school systems. The results were analyzed to show the flow of the decision process and construction of detailed plans of action. The structure and power relationships among the actors were explored. The results show that interaction between these processes depends on the power relationships between unions and management and on the political and economic environment. A detailed description of the process and questionnaire were developed. (Author)

ED 175 263 FL 010 523

Nine Curt, Carmen Judith

Manual de pronunciacion del espanol (Manual of Spanish Pronunciation).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.; Northeast Center for Curriculum Development, Bronx, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-76

Note-91p.; Tapes are available to accompany each lesson

Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.75)

Language-Spanish

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Consonants, Instructional Materials, Intonation, *Language Instruction, *Phonology, *Pronunciation, *Pronunciation Instruction, *Second Language Learning, Skill Development, *Spanish, Speech Skills, Stress (Phonology), Suprasegmentals, Syllables, Vowels

This manual, intended for elementary and advanced learners of Spanish who still have pronunciation problems, contains 18 lessons dealing with the pronunciation of vowels, consonants and diphthongs, stress and intonation. Each of the lessons begins with an explanation, in Spanish, of the sound and the way it is pronounced, and includes a variety of exercises. A chapter on pronunciation for Puerto Rican students concludes the volume. (AMH)

Lightbown, Patsy M.
French L2 Learners: What They're Talking About.
Pub Date-Feb 77
Note-16p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingualism, *Child Language, French, Kindergarten Children, *Language Development, *Language Research, Language Skills, Primary Education, *Second Language Learning, *Semantics, *Syntax

Two English-speaking six-year-olds attending a French-speaking kindergarten in Montreal were tested for the content of their French L2 (second language) utterances. An adaptation of the mean length of utterance (MLU) index was used to judge the order of acquisition in the encoding of semantic-syntactic relations in the second language. The same categories of relations which accounted for 75% of the early sentences of English and French L1 learners accounted for 65-70% of the early sentences of the French L2 learners. Like the former, the latter named things, talked about people acting upon objects, talked about the recurrence and disappearance of objects, and called the attention of others to what they saw, heard, and did. However, while L1 learners begin by encoding a few relations and then add new ones, the two L2 learners encoded a large number of relations in their earliest sentences, and showed no pattern of emergence of new relations. The frequency with which various relations were expressed depended less on what the L2 learners knew how to say than on what they wanted to say. Further, some relations were more frequent in the speech of the L2 learners then in that of L1 learners, including attributive and naming relations. Finally, the language of the L2 learners was characterized by frequent use of pro-forms. (JB)

Cashin, William E. Slawson, Hugh M.

IDEA Technical Report No. 2. Description of Data Base, 1976-77.

Kansas State Univ., Manhattan.
Pub Date-Apr 77
Note-82p.; For related documents see HE 011 296, HE 011 298-299
Available from-Center for Faculty Evaluation and Development in Higher Education, 1627 Anderson Avenue, Box 3000, Manhattan, KS 66502 ($4.00)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
Document Not Available from EDRS.
Descriptors-Calculation, College Faculty, *College Instruction, College Students, Comparative Statistics, Correlation, *Data Bases, Educational Research, *Effective Teaching, *Evaluation Methods, *Faculty Evaluation, Higher Education, Information Processing, Institutional Research, *Instructional Improvement, Measurement Techniques, Questionnaires, Statistical Data
Identifiers-*IDEA System, Kansas State University

The data and computational procedures used by the IDEA system at Kansas State University (during the 1976-77 academic year) to interpret ratings of teacher performance are described in this technical report. The computations for each of the seven parts (evaluation, course description, students' self ratings, methods, additional questions, diagnostic summary, summary profile) of the IDEA Report are explained. A description of the data base used for 1976-77 includes information about the 4,888 courses evaluated at schools other than KSU. The size and types of these institutions are described and enrollment figures are provided. A major part of this report consists of 35 tables that provide all the comparative data necessary to convert the means of individual items into verbal comparisons, difference scores, percentile ranks, and other statistical analyses. A brief explanation of each set of tables is provided. Appended are an IDEA Report, IDEA Survey Form, and IDEA Faculty Information Form. (SF)

ED 175 323 HE 011 602

Financial Measures Project. New Developments in Measuring Financial Conditions of Colleges and Universities: Papers Presented at a Working Conference.

Montgomery County Board of Education, Mount Sterling, Ky.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.; New York Community Trust, N.Y.
Pub Date-Oct 77
Note-74p.; Papers presented at a working conference (Annapolis, Maryland, October 20-21, 1977); Some charts and tables may not reproduce well
Available from-Economics and Finance Unit, American Council on Education, One Dupont Circle, Suite 830, Washington, DC 20036 ($10.00)
Pub Type- Collected Works - Proceedings (021) - Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*College Administration, Economic Factors, Educational Economics, *Educational Finance, *Financial Policy, Financial Problems, *Higher Education, Income, *Measurement Techniques, Money Management, Operating Expenses, Statistical Analysis
Identifiers-*Financial Indicators

Papers presented at a working conference on new developments in measuring financial conditions of colleges and universities included the following: Using Financial Indicators for Public Policy Purposes,'' by George W. Bonham; Conceptual Advances in Specifying Financial Indicators: Cash Flows in the Short and Long Run,'' by Hans H. Jenny; Another Approach to Institutional Classification,'' by Kent Weldon; The Financial Community's Use of Indicators,'' by John Berenyi; Accounting Practice and Its Implications for Financial Analysis,'' by William Wilkinson; A Model of University Finances Providing for Planning Trade-offs,'' by Nathan Dickmeyer; Applications of Statistics to Indicator Development,'' by A. Jackson Stenner; and Designing a Research Program to Accelerate Indicator Development,'' by D. F. Finn. The agenda and roster of participants in the conference are also included. (SC)

ED 174 754 CE 021 323

Older Americans: An Untapped Resource. Why this Resource Must be Tapped. How it can be Done.

National Committee on Careers for Older Americans, Washington, D.C.
Spons Agency-Academy for Educational Development, Inc., Washington, D.C.
Pub Date-79
Note-99p.
Available from-The National Committee on Careers for Older Americans, 1414 22nd Street, N.W., Room 602, Washington, D.C. 20037 ($8.50; 5-19 copies, $5.50 each; 20 or more, $4.25 each)
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Age, Demography, Economic Factors, Educational Gerontology, *Employment, Employment Patterns, *Employment Potential, Employment Practices, Human Resources, *Labor Force Nonparticipants, Labor Market, *Older Adults, Part Time Jobs, Population Trends, *Retirement, Senior Citizens, Social Discrimination, Social Factors, Volunteers, Working Hours

Identifying issues that confront the nation concerning older Americans as an untapped resource of workers, this book is divided into eight chapters. The first chapter discusses the need to change negative attitudes toward older Americans and the second defines older Americans and their relationship to the entire population. The third chapter points out the impact of emerging demographic factors on employment. Chapter 4 suggests developments that could lead to longer involvement of older Americans in the workplace. The fifth chapter presents older workers as an asset and discusses the need to evaluate individual capacities without regard to age. Chapter 6 suggests that older workers are an untapped resource of potential paid, self-employed, and volunteer workers. Identifying action programs and ideas for utilizing services of older people, chapter 7 discusses the involvement of organizations and opportunities in small business. The final chapter analyzes how educational and other cultural institutions can help older people become involved in the social and economic life of the nation. Recommendations are given for (1) action by both the public and private sectors, (2) business organizations and organized labor, (3) self-employment and participation in small businesses, (4) organizations that utilize services of volunteers, (5) policy changes and government action, and (6) educational and other cultural institutions. (LRA)

Dull, Lloyd, W., Comp.

Leadership Practices for Directors of Vocational Education.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date-79
Note-188p.; Photographs in this document will not reproduce well
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Administrator Responsibility, Budgeting, Business Administration, Community Involvement, Community Relations, Curriculum Development, Educational Facilities, Educational Finance, Educational Resources, Instructional Materials, *Leadership Training, Media Selection, Purchasing, School Design, School Maintenance, Special Services, Staff Improvement, Student Personnel Services, Teacher Supervision, *Vocational Directors, *Vocational Education
Identifiers-Ohio

This volume on leadership practices is designed to serve as a professional handbook for directors of vocational education. Ten major areas of educational responsibility are discussed: (1) selection and improvement of staff (e.g., job descriptions, tenure, and evaluation of teacher effectiveness); (2) curriculum development (e.g., advisory committees, curriculum research, and development of lesson plans); (3) supervision of instruction (e.g., individual conferences with teachers, classroom visitation, and use of consultants); (4) student personnel relations (e.g., pupil census, discipline, and job placement); (5) selection and use of instructional resources (e.g., evaluation of printed materials and selection of instructional equipment); (6) development and maintenance of school plant (e.g., desirable facility characteristics, renovations, and financing); (7) appraising the school program (e.g., use of the school survey, advisory committees, and outside consultants), (8) community relations and participation (e.g., relations with students, parents, and community agencies); (9) financing, budgeting, purchasing, and business management; and (10) relations with special services (e.g., adult education, cafeteria, and transportation). Other chapters deal with the nature and function of leadership communication skills, and office and time management. (JH)

ED 174 849 CE 022 493

Better Jobs and Income Act, 1978. Hearings before the Committee on Human Resources. United States Senate, 95th Congress, 2nd Session, on S. 2084.

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Pub Date-Mar 78

Note-287p.; Sections of this document will not reproduce well due to small print

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Economic Disadvantagement, Employment Opportunities, *Family Income, Family Problems, *Federal Programs, *Income, *Jobs, *Job Training, Low Income, Low Income Groups, Opinions, Physically Handicapped, *Welfare, Welfare Problems

Identifiers-Better Jobs and Income Act, *Senate Committee on Human Resources, United States

Hearings before the Committee on Human Resources of the U.S. Senate on the Better Jobs and Income Act (S. 2084) are presented. (The purpose of the Act, the text of which is included in the document, is to replace the existing federal welfare programs with a single, coordinated program to seek to assure jobs, training, and income supplementation for low-income citizens able to work and income support for low-income citizens in need who are not available for work.) Testimony is included from Ray Marshall, Secretary of the Department of Labor, and Joseph Califano, former Secretary of the Department of Health, Education, and Welfare. In addition, a prepared statement which was submitted to the committee by Senator Edward Kennedy and two question and answer sections are presented. (LRA)

ED 174 869 CG 013 657

Scott, Sandra

Information Needs and Reading Interests of Adult Prisoners.

New Mexico State Library, Santa Fe.
Pub Date-79
Note-66p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Comparative Analysis, *Individual Reading, *Information Needs, *Institution Libraries, *Library Services, *Prisoners, *Reading Interests, Sex Differences
Identifiers-*New Mexico

The reading interests and information needs of adult prisoners were investigated. Questionnaires were completed by 314 residents of three New Mexico prisons, 290 men and 24 women, representing 20% of the total male incarcerated population and 41% of the total female incarcerated population. Background information generally revealed that the prisoners tended to be young and criminally unsophisticated; and highly represented by Hispanic individuals, high school dropouts, and substance abusers. Results indicated that: (1) information about getting more schooling or job training was the primary need; (2) as a group, males expressed considerable concern for managing their lives more successfully; (3) as a group, women were less interested in all types of information and only considered understanding the law to be important; (4) more women than men wanted information on getting along with others; (5) for men, best sellers and adventure stories were preferred fiction subjects, and people and places were the preferred non-fiction subjects; and (6) for women, romances and adventure stories were preferred fiction subjects and prison/prisoner literature and humor were the preferred non-fiction subjects. (Author/HLM)

ED 174 893 CG 013 684

Taylor, Nancy P.
Guidelines For Sex Fair Counseling Trainer's Manual.
Kent State Univ., Ohio.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 76
Contract-305-75-0005
Note-48p.; Best copy available
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Counselor Attitudes, Counselors, *Discriminatory Attitudes (Social), Elementary Secondary Education, Group Instruction, Models, *Sex Discrimination, *Sex Fairness, *Skill Development, *Training Techniques, Workshops

This guide is designed to assist those helping professionals responsible for the development and implementation of sex fair counseling services and programs within their particular educational setting. Two designs for workshops are described with samples of all materials included. One is a full-day session which is both awareness- and action-oriented while the other, of approximately two hours in length, is for awareness only. Each workshop is detailed as a model to be adapted to the needs and interests of a specific group. The workshop format includes objectives, time allotments, materials, group structure, and techniques. It is assumed that the workshop facilitator has a high level of awareness of sex discrimination and Title IX as well as group facilitation skills. (Author/HLM)

ED 174 939 CS 004 904

Langer, Judith A.

An Idiosyncratic Model of Affective and Cognitive Silent Reading Strategies.

Pub Date- 77

Note-25p.; Research prepared at Hofstra University; Some figures may reproduce poorly due to small type

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Processes, *Models, *Reading Comprehension, *Reading Processes, Reading Research, *Reading Skills, Research Methodology, *Silent Reading

A dynamic model of reading that represents the processes of gaining idiosyncratic integrated meaning from the silent reading of continuous textual discourse has been developed. It includes the roles of the affective interactions as well as the cognitive connections and integrations energized during the silent reading of a continuous text. The model has been designed to depict the reading processes that form a continuous cycle of scanning the graphic display, making associations and anticipated relationships, deriving corroborated meaning, and taking in additional graphic input based on the reader's phenomenal field as it interacts with the graphic display in the build-up of idiosyncratic meaning. (Author)

ED 175 004 CS 205 036

Spigelmire, Lynne

Use of a Modified Heuristic Device to Teach Peer Critiquing to Basic Writers.

Pub Date-Apr 79

Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *Descriptive Writing, *Evaluation Methods, Higher Education, Paragraph Composition, *Peer Evaluation, Teaching Techniques, *Writing Exercises, *Writing Skills

Exploratory problem solving that utilizes self-educating techniques such as the evaluation of feedback to improve performance can be put to use in the composition classroom. Quantitatively evaluated prewriting exercises can help students in two ways: first, students learn to use procedures that can prepare them for more sophisticated devices; second, students unfamiliar with peer critiquing can learn to evaluate one another's prewriting work before they are asked to critique either more complex prewriting exercises or finished essays. Through a series of exercises, students practice substantiating or illustrating generalizations through the use of particular details or examples, then critique one another's papers by an actual count of the number of details used. Versions of the exercise call for two evaluators per paper and for an author's response. Problems with this form of peer critiquing are that basic writers do not always feel competent or willing to judge their peers' work, students are often unable to differentiate between details that are really examples of the generalization and details that are tangential, and much more work is created until students become familiar with the peer critiquing system. (The paper includes three examples of students' writing and tells how they were evaluated.) (AEA)

ED 175 025 CS 205 070

Biestman, Margot

Language Experience for Kindergarten, First, and Second Grade.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Pub Date-17 Jul 70
Note-98p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Affective Objectives, Art Activities, *Classroom Communication, Imagination, *Integrated Activities, Language Arts, *Language Enrichment, *Language Experience Approach, Language Skills, *Learning Activities, Primary Education, *Student Teacher Relationship

The activities described in this publication are based on a language experience approach that involves primary grade children in progressions from experience to art, writing, and reading. The first and longest section presents a model lesson plan for activities in which children fantasize about being balloons and then progress to related movement, art, and language activities. The other sections suggest activities useful in redirecting disruptive children to art and language experiences; developing show and tell sessions that involve lively, natural interactions; setting focuses for listening; building language experiences upon natural, spontaneous play; enriching communication and language through movement and art experiences; building language upon experiences with Cuisenaire rods, attribute blocks, and unit blocks; creating a classroom writing center; and helping children learn to write and to identify letters through scribbling. The publication includes anecdotes and examples of pupil/teacher dialogue to show how the activities were used in class, discussions of skills that can be developed through the activities, and suggestions to help teachers become comfortable in using the suggested techniques. (GT)

ED 175 047 CS 205 110

Bain, Chic Weaver, David H.

Newspaper Design and Newspaper Readership.

Pub Date-Aug 79

Note-35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Design, *Design Preferences, Editing, Headlines, Journalism, *Layout (Publications), *Media Research, *Newspapers, Readability, Reading Habits

Four experiments were devised to test reader reaction to several newspaper design techniques. Three of the studies collected data from beginning journalism students, while the fourth used survey techniques in a field experiment designed to determine whether readers follow jumps (continuations of stories from the front page to an inside page). Among the results were the following: more readers finished a story if it was all on the same page; readers were just as likely to start a story if it jumped as if it did not; among those who did not finish a story, readers who were not forced to jump read deeper into each story; readers did not necessarily drop off in increasing numbers as a story got longer; and most readers said they read jumps, although most failed to read them in the studies. In addition, the findings revealed that readers preferred either a bold-light headlining pattern or a variety of type sizes to a roman-italic pattern; that larger pictures attracted readers to accompanying stories better than did smaller pictures, and held reader attention deeper into the tie-in story; and that type was readable whether it was presented in straight wraps (straight columns of equal depth), in doglegs (where one or more banks wrap deeper than the others around art or another story), or in raw wraps (where end columns come out from under the headline), but that readers preferred the straight wrap to the other two. (RL)

ED 175 113 EA 012 020

Taubman, Paul

Measuring Educational Benefits.

Pub Date-Apr 79

Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Table 2 may not reproduce clearly

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Benefits, Elementary Secondary Education, Equal Education, Higher Education, *Income, Measurement Techniques, *Opportunities, Physical Health, Twins

Identifiers-*Life Expectancy

The first study presented here looks at the effects of years of schooling on earnings and assesses how much earnings and years of schooling are attributable to inequality of opportunity. The second study examines the effects of schooling on health. The first study examined a sample of approximately 1,000 pairs of identical twins and 900 pairs of fraternal twins. Results suggested that education has only modest effects on earnings, with each year of schooling increasing annual earnings by less than 5 percent. Results also indicated that inequality of opportunity is more important as a source of inequality of schooling than a source of inequality of earnings. These results suggest that even if it were possible to eliminate all sources of inequality of opportunity, most of the inequality of earnings would remain. The second study used data from Social Security files concerning 90,000 individuals. Results indicated that those with a college degree have a greater life expectancy than less educated groups and that generally life expectancy rises substantially with education. Unlike previous studies, this study also found that these correlations applied even to subjects over 65. (Author/JM)

ED 175 135 EA 012 045

Ironside, Roderick A. Conaway, Larry

IGE Evaluation, Phase II. On-Site Validation and Descriptive Study: Final Report. Technical Report No. 499.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 79

Grant-OB-NIE-G-78-0217

Note-270p.; Back cover may not reproduce

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Elementary Secondary Education, Program Costs, *Program Development, Surveys, Technical Assistance

Identifiers-*Individually Guided Education

This study is the second phase of a five-phase evaluation of Individually Guided Education (IGE) in elementary schools. Its purpose was to look at a nationwide subsample of 30 schools to determine validity of Phase I self-report data; implementation history and utilization of IGE network resources; feasibility of gathering IGE cost data; and IGE implementation and the refinement and renewal process. Data were collected from observations, individual and group interviews, documents and other written materials, and meetings. Results indicated that in most schools, the self-report data were considered valid although the survey posed difficulties for some. Differences in understanding, valuing, and implementing IGE components were found across the 30 schools. It was also found that cost data were difficult to obtain in common form across all schools, especially on a few weeks' notice. It was concluded that external assistance for implementation and training has declined and that there is also an apparent decline in implementation level and in affiliation with the state IGE networks. At the same time, many schools feel self-sufficient in continuing IGE and appear to have achieved their desired level of implementation. Results also indicate that a well-planned installation period is clearly related to a strong IGE Program. (Author/JM)

Lowenstein, L. F.

The Bullied and Non-Bullied Child: A Contrast Between the Popular and Unpopular Child.

Pub Date- 78
Note-15p.; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Emotionally Disturbed, Exceptional Child Research, *Family Characteristics, *Peer Relationship, *Physical Characteristics, *Psychological Characteristics, *Social Adjustment, *Withdrawal Tendencies (Psychology)
Identifiers-*Bullied Children

Characteristics of 32 children who claimed to be bullied were examined and compared to a control group. Teachers and a psychologist rated the Ss on three aspects: physical characteristics (size and weight for age, attractiveness, physical robustness, appropriateness of dress, odd mannerisms or physical handicaps); personal and psychological characteristics (such as extroversion vs. introversion, adjustment or frustration tolerance or aggressiveness vs. compliance); and social and family background features (such as balanced or extreme child-rearing problems). Bullied children appeared to have more negative traits than a control group of more popular and non-bullied children. Physical attractiveness, physical capability, and willingness to retaliate significantly differentiated Ss from non-bullied children. Non-bullied Ss showed greater sensitivity to the feelings of others and helped protect others, tended to be less selfish, and better adjusted in their capacity to control their feelings. Non-bullied Ss were also more likely to be taught to consider others and not merely themselves. (CL)

ED 175 222 EC 120 248

Fineblum, Carol M.

A System for Developing I.E.P.s-Survival Skills for Planners.

Pub Date-79
Note-21p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Developmental Stages, *Developmental Tasks, *Educational Methods, Elementary Secondary Education, *Handicapped Children, *Individualized Programs, *Program Development, Program Evaluation, Program Planning

The paper describes a process for planning, implementing, servicing, and revising handicapped children's individualized education programs (IEPs). The procedure is based on a developmental approach with emphasis on systematic instruction and methodical planning of long-term objectives. Sample record sheets suggest a format for detailing strengths and weaknesses following evaluation. Developmental skills within domains are coded for consistent use in the IEP and its updated revisions. A four-step process is outlined from coding weaknesses to selecting instructional objectives and annually updating the IEP. The procedure is said to assure economy while safeguarding individualization. An inventory of materials in perception, reading, math, and language is included in the appendix. (CL)

ED 174 810 CE 022 378

Hartman, Elizabeth A. And Others
Vocational Education Sex Equity Coordinators' Survey Results.
National Advisory Council on Vocational Education, Washington, D.C.; National Advisory Council on Women's Educational Programs, Washington, D.C.
Pub Date-Jun 78
Note-11p.; For related documents see CE 022 379-381
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affirmative Action, *Coordinators, Federal Regulation, *Personnel Selection, Sex Discrimination, *Sex Fairness, *Staff Role, State Surveys, *Vocational Education
Identifiers-Sex Equity Coordinators, Title IX Education Amendments 1972, *Vocational Education Amendments 1979

In 1978, the Joint Task Force on Sex Equity established by the National Advisory Council on Vocational Education and the National Advisory Council on Women's Educational Programs surveyed all State Directors of Vocational Education to determine whether the Sex Equity Coordinators were being appointed and were functioning as specified by the law. The Joint Task Force proposed to use the survey information to assist the states in complying with the new sex equity requirements. Of the 51 questionnaires sent to the states and the District of Columbia, 50 were returned. The survey requested information about the Sex Equity Coordinators' functions, backgrounds, positions in administrative structures of the state departments of education, and operating budgets. The findings indicated that most states had adequately complied with the law in establishing and funding the position of Sex Equity Coordinator. The Coordinators' access to high level administrators varied, but 66% had high or moderate access. The Coordinators' qualifications and their job descriptions generally appear to be congruent with the functions listed in Section 104.75 of the regulations. However, areas relative to Title IX appear not to have been accorded similar emphasis in the various job descriptions. (BM)

ED 174 917 CG 013 708

Chemelski, Bruce E. Birnbaum, Dana W.

Preschoolers' Stereotypes About Sex Differences in Emotionality: A Metacognitive Approach.

Pub Date-Apr 79

Note-11p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (50th, Philadelphia, Pennsylvania, April, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitudes, *Emotional Development, Fear, Hostility, *Identification (Psychological), Peer Influence, *Preschool Children, Preschool Education, *Psychological Patterns, *Sex Differences, Sex Stereotypes, Socialization, *Stereotypes

Metacognitive approach responses of preschoolers about sex differences in emotionality were examined to determine if they could be modified by contextual cues. Fear was clearly perceived as a feminine emotion by preschoolers. Sadness was not seen as gender-specific. Females utilized imagery as a mediator of their gender attribution. Results indicate that salient features of a particular situation may override a young child's stereotypic beliefs about emotionality. For children as well as adults, stereotypes may not be exceptionless generalizations. (Author/BEF)

ED 174 980 CS 004 950

Dickinson, David K. Weaver, Phyllis A.

Remembering and Forgetting: Story Recall Abilities of Dyslexic Children.

Harvard Univ., Cambridge, Mass.

Spons Agency-Spencer Foundation, Chicago, Ill.

Pub Date-79

Note-26p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Children, *Cognitive Development, Discourse Analysis, Dyslexia, Elementary Education, *Learning Difficulties, Listening Comprehension, Males, *Reading Comprehension, *Reading Difficulty, *Reading Research, *Recall (Psychological), Retention, Verbal Ability

Identifiers-*Story Grammar

The story recall abilities of 26 dyslexic children were tested, using a story schema representation previously used in research with normal children. Comparisons within the disabled reader group found significant differences in story schema knowledge, but comparisons between normal and disabled readers revealed no significant differences. However, reanalysis using a qualitative system revealed differences between normal and disabled readers in the coherence and completeness of their recall. The results indicated that disabled readers with lower verbal abilities are relatively poor at making inferences that link separate units of information, such as causal and temporal markers that help make texts more coherent. In addition, unlike more skilled readers, these reading disabled students are much less able to remember stories in verbatim form. (Author/RL)

ED 175 092 EA 011 918

Cronkite, Walter
Pub Date-22 Apr 79
Note-12p.; Address at the Annual Meeting of the National School Boards Association (39th, Miami Beach, Florida, April 21-24, 1979); Not available in paper copy due to light print of original document
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Courts, Elementary Secondary Education, *Freedom of Speech, *News Media
Identifiers-*Cronkite (Walter)

Because news supplied by the broadcast and print media is inadequate, the author suggests that public schools offer courses in how to read the newspaper, watch television, and listen to the radio. He contends that tying news to the classroom lesson for the day would make the lesson more relevant. The author examines the current state of the press and its deteriorating relationship to government and the courts. A free, unregulated press, he says, is democracy's early warning system against democracy's own excesses and the approach of tyranny; and the schools are the first line of defense against tyranny and for the preservation of democracy. (Author/LD)

ED 175 158 EA 012 072

Katz, David

Proposition 13 and the Public Schools: The First Year. Program Report No. B-18.

Stanford Univ., Calif. Center for Educational Research at Stanford.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 79
Grant-OB-NIE-G-78-0212
Note-25p.; Tables 3 and 4 may not reproduce clearly
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Budgeting, Costs, Elementary Secondary Education, *Finance Reform, Income, Property Taxes, School Districts, *State Aid
Identifiers-*Assembly Bill 154 (California), *California, *Proposition 13 (California 1978)

Based on five individual case studies conducted in the summer and fall of 1978, this paper attempts to provide an initial indication of the severity of impact of Proposition 13 and Senate Bill (SB) 154 on five school districts in San Francisco, California. It also identifies where districts made budgetary changes from the previous year and briefly looks at district budgeting processes in the wake of Proposition 13. Budgets and other documents were analyzed and interviews were conducted with administrative personnel to determine specific budget decisions and what influenced them. The cost to districts of providing the same educational services in 1978-79 that they provided in 1977-78 was compared to the revenues that the district would have received if Proposition 13 had not passed and the post-SB 154 budgeted revenues for the district. Results showed that the impact of Proposition 13 and SB 154 on California public schools has been significant, but it has not been felt uniformly by the state's school districts. At present levels of funding, most districts are continuing to provide a level of educational programs only marginally different from that provided in previous years. If additional cutbacks are imposed in the future, however, the impact on the level of educational programs could be quite severe. (Author/LD)

Rodabaugh, Barbara J. Hall, Amanda P.

Development of a Preparatory Reading Program for Visually Handicapped Children. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.-AIR-60200-7/78-FR

Pub Date-Jul 78

Grant-G007604406

Note-75p.; Print is marginal and may not reproduce well in hard copy; For related information, see EC 115 170-172

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Basic Reading, Demonstration Projects, Exceptional Child Research, *Multisensory Learning, Program Effectiveness, *Reading Instruction, *Reading Programs, *Reading Readiness, *Visually Handicapped

A pre-reading program for visually handicapped children who are potential braille or large print readers was developed and field tested with 20 students and 11 teachers. The program was designed to teach basic reading readiness concepts at the preschool, kindergarten, or primary grade level. Instructional objectives were developed for each of ten concept areas, and structured, multisensory lessons were written to teach the objectives. Field test data indicated that the program is a viable tool in terms of student and teacher time, direct costs, ease of use, appropriateness of the concepts taught, and student interest. Teachers were positive in their overall ratings of the program's usefulness and recommended it not only for visually handicapped children, but also for nonhandicapped preschool, disadvantaged kindergarten, learning disabled, and mentally retarded children. (CL)

ED 175 244 FL 010 436

Cooper, Stephen

Graduate Theses and Dissertations in English as a Second Language: 1977-78. Language in Education: Theory and Practice, No. 15.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Note-29p.

Available from-Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, Bilingualism, Contrastive Linguistics, Cultural Education, Curriculum, *Doctoral Theses, *English (Second Language), *Graduate Study, Grammar, Higher Education, Instructional Aids, Instructional Materials, *Language Instruction, *Language Research, Language Tests, Literature, *Masters Theses, Phonology, Psycholinguistics, Reading, Second Language Learning, Second Languages, Sociolinguistics, Teaching Methods, Writing Skills

Identifiers-Information Analysis Products

This is the third annual listing of graduate theses and dissertations in English as a Second Language (ESL). The studies cited here were completed during the academic year 1977-1978. The listing is intended to provide graduate students and others doing research in ESL and related fields with specific, comprehensive data on current graduate-level studies. Information was contributed by program directors, graduate advisers, and department chairmen from among the institutions in the United States and Canada that are known to have graduate programs in ESL. Each of the 90 entries provides the writer's name, thesis or dissertation title, degree earned, university, year degree was granted, name of thesis adviser, department or program, and writer's address. In addition, most entries include summaries of abstracts prepared by the writers. Entries are listed under the following headings: (1) Adult Education, (2) Bilingualism, (3) Contrastive Studies, (4) Culture, (5) Curriculum, (6) Grammar, (7) Literature, (8) Materials and Methods, (9) Phonology, (10) Profession, (11) Psycholinguistics, (12) Reading, (13) Research, (14) Second Dialect, (15) Second Language Learning, (16) Sociolinguistics, (17) Testing, (18) Visual Aids, and (19) Writing. (Author/AMH)

ED 174 772 CE 022 090

Hodes, Lance

A National Study of Vocational Education Systems and Facilities.

Westat Research, Inc., Rockville, Md.

Pub Date-9 Apr 79

Note-12p.; Paper presented at the American Educational Research Association Annual Meeting (San Francisco, California, April 9, 1979); For a related document see ED 163 285

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Organization, Costs, *Delivery Systems, Educational Administration, *Educational Finance, Geographic Distribution, Governance, Government Role, National Surveys, *Organization, *Postsecondary Education, Program Budgeting, Program Descriptions, Resource Allocations, School Districts, Secondary Education, State Agencies, State Federal Aid, *State School District Relationship, Systems Analysis, *Vocational Education

Identifiers-United States

Surveying over 6,000 vocational schools and all state directors of education, this study attempted to (1) describe the organization and governance of state and local agencies and delivery systems for vocational education; (2) describe the basic provisions by which the costs of vocational education are funded; and (3) describe the status and condition of the nation's vocational education system. Data for the study was collected through personal interviews with state directors and a mail survey with a telephone follow-up of 6,693 public secondary and two-year postsecondary institutions having facilities for five or more different vocational education programs. Findings indicate that state governance structures for vocational education are characterized by a multitude of different board structures having different compositions and levels of authority over the state agencies responsible for vocational education. In addition, at the local level there are seven types of institutions, thirteen different types of program administration structures, and four different types of single and multi-district services. Findings also indicate that the location of institutions having facilities for five or more different vocational education programs does not reflect the distribution of the population and that funds under the direct control of the state agency generally do not represent the major source of vocational education support. (LRA)

ED 174 983 CS 204 925

Totusek, Patsy F.

The Development of a Model to Analyze the Communication Behavior of Staff Nurses.

Pub Date-Apr 79

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Science Research, Behavior Patterns, *Communication (Thought Transfer), *Interaction, *Interaction Process Analysis, Models, *Nurses, *Role Perception, Social Systems, *Status

Little has been done to identify the communication needs of nurses. The development of a model to use in examining their communication behavior can be an important first step in identifying those needs. The proposed model identifies four members of the staff nurse's role-set: patients, doctors, family members, and other nursing personnel. Each role-set member has communication expectations for the nurse that must be taken into consideration. Role expectations are used to analyze communication behavior between persons occupying different status positions. Interaction begins as two individuals attempt to identify the status of the other by analyzing verbal and nonverbal cues. Status identification allows for the recall or formulation of role expectations associated with the position in question. The concept of role expectations provides a general framework for the analysis of communication between a nurse and a status occupant. The communication needs of the focal person when interacting with more than one status occupant can be analyzed by identifying the potential sources of conflicting expectations and variables which influence the ranking of conflicting expectations. (MKM)

Kaplin, Diana Whitney
Organizational Communication: A Needs Assessment.
Pub Date-May 79
Note-13p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Opportunities, Communication Problems, *Communication Skills, *Needs Assessment, *Organizational Communication, Training
Identifiers-*Communication Research

A study to determine the communication needs and activities of a variety of organizations was conducted by interviewing representatives of ten organizations ranging in size from a staff of two to an international staff of 25,000 persons. The in-depth interviews were designed to gain information about the nature of the organization and the respondent's role in it, the nature of communication within the organization, the nature of communication problems within the organization, the organization's needs in the area of communication services, and the nature of positions available to professionals in communication. Needs and problems that were identified included: improving public speaking skills; improving employees' interpersonal skills; increasing the effectiveness of group communication (meetings); improving problem-solving, decision-making, and negotiation skills within the organization; improving communication channels and feedback systems; improving the quality and quantity of information dissemination; examining the means of communication within the organization and their relationships to each other; interpreting computer information; developing strategies for and measurement of organizational change; and providing opportunities for employees to explore their intrapersonal communication in relation to their work. (TJ)

ED 175 264 FL 010 533

Gerbault, Jeannine

The Acquisition of English by a Five-Year Old French Speaker.

Pub Date-78
Note-29p.; Some pages may be difficult to read because of marginal legibility of original document; Paper presented at the Second Language Research Forum (Los Angeles, California, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Language, *English (Second Language), Error Analysis (Language), *French, Grammar, Interference (Language Learning), *Language Development, *Language Patterns, Language Research, Morphemes, Psycholinguistics, *Second Language Learning, Sentences, Structural Analysis, Synchronic Linguistics

This paper summarizes the results of a longitudinal study of a child native speaker of French acquiring English. The observation period covered the child's progress from age 4 years, 9 months to age 5 years, 8 months. An analysis was made of the acquisition of the interrogative and negative structures and of nine grammatical morphemes. In comparing the results with results from other second language (L2) child learners and with those from native language (L1) learners, the following issues are discussed: (1) reliance on previous (L1) knowledge; (2) development of structures from early prefabricated patterns; and (3) universal strategies and processes for L1 and L2 learners. The analysis revealed that: (1) there was a natural progression toward inversion in Wh-questions; (2) in negation, a no'' nucleus stage appeared as in the acquisition of English (L1) but there was no no plus verb'' stage such as that found in the English of many second language learners, especially native speakers of Spanish; and (3) morphology, the order of acquisition correlated with that found for most other second language learners, and the deviations from that order could be explained by L1 interference. (Author/AMH)

ED 175 285 FL 010 695

Peck, Sabrina

Language Play in Child Second Language Acquisition.

Pub Date-Jun 77

Note-10p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affective Behavior, *Child Language, *Discourse Analysis, Elementary School Students, *English (Second Language), Interaction Process Analysis, *Language Development, Language Instruction, Language Research, Language Skills, *Play, Pronunciation, *Second Language Learning, Spanish Speaking

Play sessions of two Mexican children (one five and one eight years old) with English-speaking friends were recorded and the use of language play was examined. Language play is viewed as a non-literal, rule-bound use of language that children engage in for its own sake, either cooperatively or competitively. Practice opportunities and children's intense feelings in language play may contribute to the acquisition of a second language. The amount of repetition and the slight modifications on words and sounds that children make could give them phonological and syntactic practice. (Author/JB)

Cashin, William E. Slawson, Hugh M.

IDEA Technical Report No. 3. Description of Data Base, 1977-78.

Kansas State Univ., Manhattan.

Pub Date-Dec 77
Note-86p.; For related documents see HE 011 296-297, HE 011 299
Available from-Center for Faculty Evaluation and Development in Higher Education, 1627 Anderson Avenue, Box 3000, Manhattan, KS 66502 ($4.00)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
Document Not Available from EDRS.
Descriptors-Calculation, College Faculty, *College Instruction, College Students, Comparative Statistics, Correlation, *Data Bases, Educational Research, *Effective Teaching, *Evaluation Methods, *Faculty Evaluation, Higher Education, Information Processing, Institutional Research, *Instructional Improvement, Measurement Techniques, Questionnaires, Self Evaluation
Identifiers-*IDEA System, Kansas State University

The data and computational procedures used by the IDEA System during the 1977-78 academic year at Kansas State University to interpret ratings of teacher performance are described in this technical report. The computations for each of the seven parts (evaluation, course description, students' self-ratings, methods, additional questions, diagnostic summary, summary profile) of the IDEA Report are explained. The computational procedures for the 1977-78 IDEA Reports are identical to those used in 1976-77 with one exception. The means used to calculate the difference scores were for classes of the same size and level. In 1976-77 the means were for classes of the same size only. A description of the data base used includes demographic information on about 13,571 courses evaluated at institutions other than Kansas State. A major part of this report consists of 35 tables that provide all the comparative data necessary to convert the means of individual items into verbal comparisons, difference scores, percentile ranks, and other statistical analyses. A brief explanation of each set of tables is also provided. Appended are: IDEA Report, IDEA Faculty Information Form, and IDEA Survey Form. (SF)

ED 174 830 CE 022 454

Ledoux, Clarence E.

A Project to Develop Performance Based Instruction through Task Analysis and In-Service Programs. Final Report.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 79
Grant-G007603605
Note-77p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Auto Mechanics (Occupation), Banking, Catalogs, Diffusion, *Information Dissemination, *Inservice Programs, Maids, Meat Packing Industry, *Performance Based Education, Performance Criteria, Retailing, *Task Analysis, Validated Programs, *Vocational Education
Identifiers-Vocational Technical Education Consortium States

The primary purposes of this project were to develop catalogs of performance objectives and performance guides based upon validated tasks performed by incumbent workers and to disseminate and diffuse catalogs through inservice activities. The five catalogs developed were based upon tasks performed in the occupations of banking clerk, diesel mechanic, general house worker, meat cutter, and retail credit manager. All catalogs were developed utilizing the Vocational-Technical Education Consortium of States (V-TECS) uniform model. (The model is included in the appendices.) Another purpose of the project was to provide for the dissemination and diffusion of V-TECS Catalogs. Dissemination and diffusion activities were carried out utilizing the V-TECS Coordinator, a full time V-TECS inservice coordinator, and a slide/tape presentation designed for this purpose. (The narrator's script for the presentation is included in the appendices.) (Author/JH)

ED 174 850 CE 022 494

Forgue, Raymond E. And Others

Consumer Education for Adult Groups: Presentation Plans and Learning Activities for Use by Financial Counselors.

Virginia Polytechnic Inst., Blacksburg. Extension Div.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 79
Note-186p.
Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Adult Education, *Consumer Economics, *Consumer Education, *Credit (Finance), Decision Making, Family Income, Learning Activities, *Money Management, *Money Systems, Motivation
Identifiers-*Financial Counselors

Five topic areas in consumer education are provided in this manual developed for use by financial counselors in conducting ten one-hour educational sessions for adult groups. The session titles are the following: (1) The Internal Money World The Individual, The Family, and Money; (2) Effective Money Management; (3) Effective Credit Management; (4) The External Money World The Marketplace; and (5) Sharpening Buying Skills. Each section begins with a list of objectives and competencies and a brief presentation outline. This is followed by several pages of background material designed to provide the session leader with basic information needed to conduct the program. The last part contains one to three one-hour program plans providing a set of activities for the various topics discussed in each section. In addition to the program plans contained in each of the five sections, a one-hour motivational session (motivation to manage finances) is included, which is designed to be used as an introduction to the session. (JH)

ED 174 870 CG 013 658

Who's Who Among American High School Students: Ninth National Opinion Survey.

Education Communications, Inc., Northbrook, Ill.

Pub Date- 78

Note-151p.; Best copy available

Available from-Who's Who Among American High School Students, 3202 Doolittle Dr., Northbrook, IL 60062 ($10.00)

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*High School Students, National Surveys, *Opinions, Racial Differences, Rural Urban Differences, Secondary Education, Sex Differences, Social Problems, *Student Attitudes, *Student Behavior, *Values, *Youth Leaders

Identifiers-*Whos Who Among American High School Students

This collection of responses represents data collected by Who's Who Among American High School Students of Northbrook, illinois in a 1978 nationwide survey of high school student leaders, a total of 21,500 students, 37% male and 63% female. Statistical analyses are presented in tabular form for each item, and sub-divided according to race, sex, type of community (urban, suburban, and rural) and region of the United States. The items reviewed in the survey address the following issues: (1) national priorities; (2) federal spending; (3) tax cuts and community services; (4) domestic and foreign policies; (5) education; (6) social issues; (7) environmental concerns; (8) career choices; (9) relationships with parents and peers; and (10) religious values. (HLM)

ED 174 894 CG 013 685

Pittsburgh: Public Attitudes About Crime; A National Crime Survey Report.

Bureau of the Census (DOC), Suitland, Md.
Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Pub Date-Mar 79
Note-62p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (027-000-00772-4)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults, Behavior Patterns, *Community Problems, *Crime, *Life Style, Opinions, *Police, Racial Differences, *Reactive Behavior, *Social Attitudes
Identifiers-*Pennsylvania (Pittsburgh)

Attitudes toward crime were investigated among Pittsburgh residents. Respondents were asked their opinions regarding crime trends, fear of crime, residential problems and life styles, and local police performance. Results indicated that Pittsburgh residents believed that others ran a greater risk than they did and that other neighborhoods were less safe than their own. They were far less likely to think that neighborhood crime had risen than they were to believe that crime had increased nationally. A majority felt very safe in their neighborhood during the day and reasonably safe at night. Crime or fear of crime was not a major factor in determining housing or life style although approximately 10% were dissatisfied with police performance. In general, crime or fear of crime had a greater affect on the opinions of women than men, the elderly than the young, and victim than non-victims. White residents were less likely to have limited their activities, have felt unsafe at night, and more inclined to rate the police favorably than their Black counterparts, but were more likely to believe their chances of victimization had increased. (Author)

ED 174 940 CS 004 912

Lamb, Pose

Pre-School Children's Knowledge of Phoneme-Grapheme Correspondences.

Pub Date-Apr 79
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, *Beginning Reading, Child Development, Child Language, Language Ability, *Language Development, *Phoneme Grapheme Correspondence, Preschool Education, Primary Education, Reading Readiness, *Reading Research, *Sex Differences, Sight Vocabulary, Spelling, Student Ability

The performance of 68 preschool children, ages three (28), four (21), and five (19), on selected phoneme-grapheme correspondence tasks was analyzed for age and sex differences in two stages of data collection. First, the children spelled their first names and the initial of their last names with letters on a magnetic board, after which they arranged all the letters on the board in alphabetical order. Second, the children who accomplished this screening task were shown a set of pictures, then asked to repeat and spell the depicted words with the magnetic letters. No significant age differences on the name tasks were found for three-year-old children; that is, the oldest child in this group did not perform significantly better than did the youngest. Similar results occurred for the five-year-old children, while the four-year-old children showed significant differences between the oldest and youngest on alphabetical sequence. Two significant sex differences were found, favoring three-year-old girls in the name tasks and five-year-old boys on the alphabet tasks. Younger children performed better on the second stage tasks, with younger females performing significantly better than older females. On the basis of this data, it appears that sex and chronological age may be less significant in performing the examined language tasks than had been assumed previously. (Appendixes contain the testing protocol, spelling frequencies, and research procedures.) (RL)

ED 175 048 CS 205 111

Dyer, Carolyn Stewart

The Financial Affairs of 1860 Wisconsin Newspapers: An Analysis of the Manuscript Products of Industry Returns from the U.S. Census of 1860.

Pub Date-Aug 79

Note-42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Historical Materials (060) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Business, Comparative Analysis, *Economic Factors, *Journalism, *Media Research, *Newspapers, Publishing Industry, United States History

Identifiers-Wisconsin

A study was undertaken to describe the financial affairs of 49 Wisconsin newspapers enumerated in the 1860 United States Census of Products of Industry schedules. Specific information was sought concerning the cost of establishing a newspaper, the cost of materials and supplies, the number of employees and their pay, the value of the newspaper and job printing work produced, and the financial returns of the newspaper-publishing business. The data were then compared with similar data on all businesses in Wisconsin in 1860. The results revealed that the newspaper establishment was smaller than other businesses in all input and output measures except the number of employees. Newspaper publication and job printing done in association with publication were labor-intensive businesses; therefore, the payroll was the larger proportion of the total actual costs of operation. As production increased, however, the value of raw materials increased more than did payroll. The operating costs for doing newspaper publication and job work were greater than initial investment, and the costs of newspaper production increased per unit of total output at a greater rate than did job printing costs, indicating that newspaper production was relatively more expensive to do than job work. (FL)

ED 175 093 EA 011 927

Renihan, P. J. Renihan, F. I.

Describing Control in Educational Organizations.

Pub Date-Feb 79
Note-21p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, Louisiana, February 14-17, 1979); Not available in paper copy due to light print of original document
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Boards of Education, Catholic Schools, *Decision Making, Elementary Secondary Education, Foreign Countries, *School District Autonomy
Identifiers-*British Columbia

This paper describes the construction and application of a framework to investigate control at the policy-making level in education. The minutes of the regular meetings of 21 school boards in British Columbia were analyzed for the period January to December of 1975. Construction of the framework involved (1) definitions of control and identification of common characteristics, (2) specification of control dimensions, (3) the importance of decision-making to control, (4) identification of three decision levels from research and learned opinion, and (5) consideration of what is controlled, namely, operational areas of relevance to educational administration. Application of the framework involved describing control in terms of emphasis placed on decisions and then examining those decisions and their relationships to several contextual variables. Some of the results indicated that the more decisions made by a board, the less important they tended to be; boards tended to place low emphasis on curriculum and instruction decisions; and boards with more trustees tended to make higher-level, corrective-type decisions in the area of finance and business management. One recommendation was to devote greater attention to structuring board agendas and eliminating inconsequential issues. (Author/LD)

ED 175 201 EC 120 130

Schenck, Susan J. Levy, William K.
IEP's: The State of the Art - 1978.
Northeast Regional Resource Center, Hightstown, N.J.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Apr 79
Contract-300-77-0537
Note-22p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educable Mentally Handicapped, Emotionally Disturbed, Exceptional Child Research, Federal Legislation, *Handicapped Children, *Individualized Programs, Learning Disabilities, Mainstreaming, *Program Evaluation, Student Evaluation, Student Placement

Three hundred individualized education programs (IEPs) and corresponding psychoeducational assessments were collected from the files of children who had been identified as educable mentally retarded (EMR), emotionally disturbed (ED), learning disabled (LD) and other. Frequency distributions were performed on the data obtained from the IEPs and psychoeducational assessments to determine the extent to which required IEP components were actually contained in the programs. Among results were that 64% of the cases examined did not report current level(s) of performance; 20% did not reveal goals and/or objectives; 18% had no statement specific to related educational services; and 68% did not include information on the amount of time to be spent in regular education. Other results included that the referring teacher was involved in IEP development only 15% of the time; and parents and school psychologists were involved in only 26% of the cases. Findings emphasized the need for inservice training regarding necessary IEP components and translating diagnostic information into an appropriate educational program. (CL)

ED 175 223 EC 120 249

Alvir, Howard P.

Program Evaluation by Objectives. (You're Held Accountable Only for What You Claim Your Objectives Are!)

Pub Date-Apr 79

Note-94p.

Available from-Claire Gelinas, 27 Norwood Street, Albany, New York 12203 (Send self-addressed stampled envelope for recent price of hardcopy)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Accountability, *Evaluation Methods, *Handicapped Children, Individualized Programs, Learning Disabilities, Mentally Handicapped, Models, *Program Evaluation, *Student Evaluation

The paper examines ways to choose appropriate objectives for program evaluation in the education of the handicapped. Section I discusses how too much pressure can distort priorities (alignment of short-term objectives with long-term objectives), and lists six steps in determining priorities. Section II applies the principles to learning disabled students through true/false and multiple choice questions. Section III describes a format for factual and practical evaluation of individualized education plans (IEPs). Section IV uses true/false questions to apply principles to the education of mentally subnormal students. The remaining five sections of the document outline components of an accountable, cost-conscious evaluation system. A final section provides examples and explanations of graphic summaries of data. (CL)

ED 175 324 HE 011 610

Ludwig, L. Mark

Educational Consulting Study. Working Papers on Professional Development in Teaching: Special Techniques for Assisting the Underprepared College Student. Working Papers on Professional Development in Teaching. Number 5.

Cleveland Commission on Higher Education, Ohio.
Spons Agency-Cleveland Foundation, Ohio.; Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.; Kellogg Foundation, Battle Creek, Mich.
Pub Date-Aug 77
Note-31p.
Available from-Educational Consulting Study, 1367 East Sixth Street, Cleveland, OH 44114
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *College Students, *Developmental Programs, *Educationally Disadvantaged, Higher Education, *Individualized Instruction, Models, Nontraditional Students, Student Characteristics, *Teaching Techniques, *Underachievers
Identifiers-Cuyahoga Community College Cleveland OH, *High Risk Students

The special cultural and socioeconomic circumstances that make traditional approaches to teaching ineffective and unsatisfactory for the underprepared student in higher education institutions are examined and special techniques for assisting these students are presented. Some innovative approaches and techniques that have proven effective in improving the learning of these students, and the learning theory upon which they are based, are summarized, with particular emphasis on individualized approaches that can accommodate the broad diversity of learning styles and needs found among students. An individualized instructional program used in teaching social sciences at Cuyahoga Community College is described. The program has resulted in improved learning and the ability of the program to raise students' levels of cognitive operation in processing content has been demonstrated. The model and techniques presented allow modification for implementation in a variety of higher educational institutions and require less expense for implementation and maintenance than many other similar programs. (SC)

ED 174 791 CE 022 296

Business and Office Education. Topic Analysis for Vocational Teacher Education.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date-Sep 78
Note-58p.; Photographs in this document will not reproduce well; For related documents see CE 022 295-300
Available from-Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1885 Neil Avenue, Room 112, Columbus, Ohio 43210
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education, Behavioral Objectives, *Business Education, *Cooperative Education, Core Curriculum, Course Content, Formative Evaluation, Higher Education, Methods Courses, *Office Occupations Education, Summative Evaluation, *Teacher Education Curriculum, *Vocational Education, *Work Experience Programs

Three papers presented at a teacher education leadership conference on the development of common core curriculum for vocational teacher education are contained in this booklet. The title and authors are as follow: Teaching Intensive and Cooperative Office Education,'' by Richard Horn and Nelson Madden; A Proposed Course for Adult Education in COE,'' by Robert Scarborough, III, and Cynthia Sefton; and Work Experience as a Component to Business and Office Education Curriculum,'' by Anthony Olinzock and Otto Santos, Jr. Each paper generally addresses six primary points of emphasis: (1) need for the proposed course, (2) objectives, (3) content, (4) instructional strategies, (5) evaluation, both formative and summative, and (6) related resources. (JH)

ED 174 918 CG 013 709

Moore, Kathryn M. Veres, Helen C.

Career Innovators and Non-Innovators: Implications for Counseling from a Study of Urban Two-Year College Women.

Pub Date-Apr 79

Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Development, *Counselor Role, *Females, *Junior College Students, *Nontraditional Occupations, *Occupational Choice

The characteristics and objectives of women college students are examined as they relate to career choice and development. Data were obtained from students at four two-year colleges in New York City. Career innovators comprised one-fifth of the women in the sample, and aspired to a wide range of occupations in managerial and professional fields. Non-innovators almost always chose from a small range of traditional occupations such as nurse, teacher, or secretary. Women students' occupational choices resemble those of their fathers rather than their mothers. Moreover, they anticipate more continuous commitment to work over a 15-year period. Counselors need to be aware of several important differences between women with innovative and non-innovative career choices, and be sensitive to problems innovative women face. Counselors must also come to understand why these women do not generally seek help, and are resistant to it, despite difficulties. (Author/BEF)

ED 174 961 CS 004 951

Clary, Linda Mixon

Teacher Characteristics that Predict Successful Reading Instruction.

Pub Date- 72

Note-20p.; Study prepared at Augusta College

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Elementary Education, Performance Factors, *Reading Achievement, *Reading Research, Student Teacher Relationship, *Teacher Characteristics, *Teacher Influence, Teacher Qualifications, Teaching Skills

Four variables teacher personality, knowledge of reading, years of experience, and number of years since last reading course and their relationships with pupil achievement in reading were examined in a study involving 23 fourth grade teachers. The teachers were evaluated on several instruments and their pupils were pretested and posttested with a standardized reading achievement test. Each teacher's scores on the variables in question were correlated with the mean class gain for the students. Results showed a significant relationship between student success and teacher personality and knowledge. The best combination of predictors was personality with knowledge. (Author/FL)

ED 175 005 CS 205 037

Macheski, Cecilia

Crime on Our Minds: A Thematic Approach to Basic Writing.

Pub Date-May 79
Note-8p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills, *Composition (Literary), *English Instruction, Grammar, Higher Education, *Teaching Techniques, *Thematic Approach, *Writing Skills

Using a single theme for a course in basic writing can be an effective and enjoyable way of teaching and learning. One college that developed such a program saw as the criteria for the course: learning grammar, writing at least eight in-class paragraphs of 300 words each in the quarter, attending the college's writing center and working with a tutor regularly, and passing departmental and university proficiency exams. Other major goals were for students to enjoy writing and to introduce content ideas. The thematic approach was an attempt to generate student interest in writing while focusing the course on basic writing problems. One section, employing a ``detective story'' theme, used two books: the writing text normally used in developmental writing courses and a paperback anthology of mini-mysteries. The pattern for each week's class work generally consisted of reading a chapter in the writing text and doing the exercises, discussing and reviewing the current grammatical concept, and outlining the next writing assignment. Assignments were related to the theme. It is possible to use such a thematic approach and to work on skills such as analytical writing, using conditional tenses, and practicing dictionary usage. Effective themes need to be applicable to student experience, touch a deep vein of interest, and be broad enough to allow complex strategies. (TJ)

ED 175 026 CS 205 072

Schendel, Joel D. Shields, Joyce L.
Guidelines for Effective Selective Listening.
Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Report No.-ARI-RR-1215
Pub Date-May 79
Note-41p.
Pub Type- Guides - General (050) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attention, *Communication (Thought Transfer), Information Dissemination, *Information Seeking, *Listening, *Listening Skills, Memory, Military Training, Recall (Psychological), Speech Communication, *Training Techniques

Defining selective listening as an intelligence gathering technique that depends on an individual's ability to access, monitor, and report oral messages accurately and to give processing priority to messages of possible intelligence value, this report describes one important application of the technique: overhearing the conversations of others (''target conversations''). It considers several problems involved in this activity, including moving within earshot of these conversations, picking up and storing their information, and recounting their contents. It then presents procedures for overcoming these problems along with supporting experimental evidence. (FL)

ED 175 114 EA 012 021

McCleary, Lloyd E.

Goals and Philosophy of Secondary Education: The Secondary School as One Institution for the Education of Youth.

Pub Date-Jul 79
Note-18p.; Paper prepared for the International Seminar for Middle Eastern Educators (Harvard University, Cambridge, Massachusetts, July 1979); Not available in paper copy due to light print of original document
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Attitudes, Educational History, *Educational Objectives, Educational Philosophy, Expenditures, *Institutional Characteristics, *Institutional Role, School Size, *Secondary Education

This speaker looked at secondary education in the United States and made a number of generalizations concerning its history, the principles shaping it, its goals, and how these goals are chosen. Changes in secondary schools over the last fifteen years are examined in areas of educational goals, school size, and expenditures. Types of secondary schools are examined and compared in regard to enrollment. Principals' beliefs about institutional arrangements in 1965 and 1977-78 are compared. The paper concludes with assertions about the secondary school as one institution for the education of youth and some reflections about its future. (Author/JM)

Frasher, James M. Frasher, Ramona
To What Do We Attribute the Exclusion of Attribution?
Pub Date-16 Aug 79
Note-24p.; Paper presented at the National Conference of Professors of Educational Administration (33rd, Edmonton, Alberta, August 12-16, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attribution Theory, *Educational Administration, Elementary Secondary Education, *Research Needs

This paper attempts to develop a theory of administrative attribution and to provide some insight into the potential contribution the application of attribution theory can make to the study of educational administration. Attribution is defined as the need to understand cause, and administrative attribution is defined as being concerned with what attribution is likely to be made under given circumstances and how the anticipated attribution will affect subsequent behavior. Five major constructs in the development of an administrative attribution formula are discussed in detail: asymmetry, concomitance, enhancement, process, and reconstruction. The final section discusses application of an administrative attribution theory in the field of educational administration and mentions its rising importance in the classrooms of public schools and teacher training institutions. (Author/LD)

ED 175 286 FL 010 701

A Study of the State of Bilingual Materials Development and the Transition of Materials to the Classroom. A Final Report: Inventory, Volume 2.

Development Associates, Inc., Arlington, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Contract-300-76-0358
Note-647p.; For related documents, see FL 010 448 and FL 010 702 ; Best copy available
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF03/PC26 Plus Postage.
Descriptors-*Bilingual Education, *Classroom Materials, *Curriculum Development, *Federal Programs, *Instructional Materials, Language Instruction, Second Language Learning, Spanish, Textbooks, Uncommonly Taught Languages
Identifiers-*Bilingual Materials, Bilingual Programs, *Limited English Speaking Ability

This study describes and assesses the state of bilingual curriculum development activities in the National Network of Centers for Bilingual Education. Recommendations are made for improvement in the creation, production, and distribution of bilingual instructional materials. The overall approach to the study was tripartite and focused on: (1) the development of an inventory of bilingual instructional materials including, a variety of European, Native American (and Alaskan), and Asian languages; (2) site visits to Centers, commercial publishers, and distributors to analyze their procedures for the development and distribution of materials; and (3) a mail survey of Local Education Agencies, equally divided between those in the Title VII program and those with other sources of funding, on their needs for, and uses of, bilingual education materials. This volume of the study presents the inventory of the U.S. developed bilingual instructional materials and is concerned with: the compilation of a list of available materials and those currently under development; the identification of gaps in the inventory of materials; and the analysis of the likely market for materials represented by the gaps. (Author/NCR)

ED 174 755 CE 021 335

Adult Career Advocates Training Program. Executive Summary.

Northwestern Univ., Evanston, Ill.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-OE-7-0695-0
Note-36p.; Document prepared through the Adult Advocates Career Program
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Counseling, Adult Programs, Adults, Career Choice, *Career Development, Counseling Services, *Counselor Role, Counselors, Employment Counselors, *Guidance Centers, *Out of School Youth, Trend Analysis, Vocational Counseling

The adult advocates study attempted to determine what counseling services for out-of-school youth and adults are available nationally in operational centers and to observe the practices of the centers in order to ascertain the degree to which individuals are helped through transition periods. The main components of the counseling centers are (1) to present labor market information; (2) to help interpret information; (3) to help the person examine attitudes, interests, and values; and (4) to provide information regarding education and training. Among the counseling centers discovered were those in community colleges, libraries, self-help groups, community based organizations, computer programs, and network organizations. Funding, marketing, and evaluation were consistantly reported to be the main problems encountered by the counseling centers. In addition, the findings indicate that the adult advocate will have to be a composite of the learning consultant, labor market intermediary, and personal counselor. (The various components of the advocate function including new professional roles, functions, information required, and specific tasks are presented in chart form. An annotated list of exemplary programs is also provided.) (LRA)

ED 174 811 CE 022 379

A Study of the Administration, Operation, and Program Services of Vocational-Technical Education. Full Report.

National Advisory Council on Vocational Education, Washington, D.C.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Dec 78
Note-48p.; For related documents see CE 022 378-381
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Problems, Federal Programs, Federal State Relationship, *Program Administration, *Program Coordination, *Program Improvement, Program Planning, *Vocational Education
Identifiers-*United States Bureau Occupational Adult Education

The National Advisory Council on Vocational Education conducted a two-year study to identify and categorize the problems of the United States Bureau of Occupational and Adult Education which interfered with the administration and operation of programmatic services for vocational education. After the first year of the study, an interim report (CE 022 380) was prepared and distributed highlighting several problems in such areas as the Bureau's structure, staffing, Operational Planning System, and external factors. During the second phase, nine substudies were conducted to verify whether the problems identified in the Interim Report could be generalized to the Bureau as a whole. They were also designed to determine the effects of these and other problems on programmatic services to state personnel. After the problems had been examined, recommendations to bring about effective management and delivery of vocational education programs and services were made to the Office of Education. (BM)

ED 175 159 EA 012 080

Dupuis, Y.

Education Price Index, Elementary-Secondary Level.

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.

Pub Date-17 Jun 79

Note-26p.; Paper presented at the International Congress on Education (2nd, Vancouver, British Columbia, June 17-20, 1979); Not available in paper copy due to light print of original document

Language-English; French

Pub Type- Numerical/Quantitative Data (110) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cost Indexes, Elementary Secondary Education, Expenditures, Foreign Countries, *School District Spending, Teacher Salaries

Identifiers-*Canada, *Education Price Index

This paper explains the education price index formulated in 1979 for Canada. It defines a price index as a statistical measure designed to show changes in the price of a commodity or a set of commodities with respect to time. The index calculated for the project covers salaries and wages, instructional supplies, school facilities, supplies and services, and fees and contractual services. The paper explains that the major purpose of the education price index is to enable the identification of the real level of resources going to public school systems after adjustment for inflation. Appended to the paper are a brief introduction to the index in both French and English together with preliminary data covering 1973 to 1978. (Author/JM)

ED 175 181 EC 115 171

Hall, Amanda P. And Others

PREP. Preparatory Reading Program for Visually Handicapped Children. Teacher's Guide and Units I-V.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-78

Grant-G007604406

Note-252p.; Print is marginal and may not reproduce well in hard copy; For related information, see EC 115 170-172

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Basic Reading, Concept Formation, *Learning Activities, Lesson Plans, Multisensory Learning, Reading Instruction, *Reading Readiness, Teaching Methods, *Visually Handicapped

The document presents the teachers guide and first five units in a preparatory reading program designed for visually handicapped children who are potential braille or large print readers. The guide explains that the emphasis is on concept development rather than braille skills development. Recommended procedures for using the program are discussed. Learning experiences, games, and lesson plans are set forth for five units: sensory matching, size, shape, action, and positions. In addition to the structured activities, each lesson also includes a pretest, posttest, and a list of experiential exercises. (CL)

Swan, William W., Ed.
HCEEP Outreach: Selected Readings.
Thomas Buffington and Associates, Washington, D.C.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE),
Washington, D.C. Div. of Innovation and Development.
Pub Date-Jun 78
Note-139p.; Print is variable and marginally legible on some pages
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Early Childhood Education, *Handicapped Children, Models, *Outreach Programs, *Program Evaluation
Identifiers-*Handicapped Childrens Early Education Program

Based on a Handicapped Children's Early Education Program (HCEEP) Outreach Project Directors Conference in 1977, the monograph examines the nature of outreach in the education of young handicapped children. The first part provides an overview of outreach efforts, including a summary of previous Bureau of Education for the Handicapped directions and a description of current efforts. The second chapter in the section reviews 15 articles on HCEEP outreach. The booklet's second major part deals with outreach models as described by N. Anastasiow and W. Swan. The final section presents six papers regarding the evaluation of outreach approaches, and includes the following titles and authors:

Indicators of Impact of Awareness and Product Development/Distribution Activities'' (T. Buffington, R. Druckenmiller); Suggestions for Measuring Impact of Technical Assistance Services Provided by Outreach Programs'' (D. Croft); The Evaluation of Outreach Activities Designed to Stimulate High Quality Services'' (T. Suarez, D. Croft); Evaluation of Outreach to States'' (N. Ellis); Evaluating the Impact of Training Activities'' (C. Rentz); and Outreach Project Evaluation'' (A. Hayes). (CL)

ED 174 851 CE 022 550

Zweibel, George J.

Federal Law on Consumer Deception: An Agency by Agency Analysis.

American Institutes for Research, Washington, D.C.

Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date-Jun 79

Grant-76-NI-99-0122

Note-260p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00825-9)

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Agencies, *Consumer Protection, Federal Government, *Federal Legislation, *Federal Regulation, *Law Enforcement, Laws, *Legal Responsibility, Legislation, Punishment

Identifiers-*Consumer Deception

A comprehensive analysis of statutes and regulations on consumer deception administered by thirty government agencies is provided in this report. Each agency's chapter includes a brief description of the agency, and a detailed listing of all deceptive trade practices prohibited by that agency's enabling legislation, regulations, or other sources of legal authority. Corresponding to each prohibited practice is a description of the remedies (administrative, civil, criminal, private, and other) available to enforce that proscription. Legal citations are provided as authority for each listed practice and remedy. Some of the thirty agencies described are the following: Department of Agriculture; Civil Service Commission; Department of Commerce; Consumer Product Safety Commission; Environmental Protection Agency; Federal Trade Commission; Food & Drug Administration; Department of Health, Education & Welfare; Department of Labor; National Credit Union Administration; Department of The Treasury; United States Postal Service. The last chapter describes additional federal prohibitions not associated with particular agencies. The appendix summarizes the consumer protection responsibilities of an additional nine federal agencies. (JH)

ED 174 871 CG 013 659

Dory, Frances Jemmott Briggs, H. Carson

Building Self-Help Groups Among Older Persons; A Training Curriculum to Prepare Organizers.

City Univ. of New York, N.Y. Center for Advanced Study in Education.
Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-Mar 79
Grant-90-A-1174(02)
Note-288p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Adult Counseling, Community Support, Counselor Role, Counselors, *Group Counseling, *Older Adults, *Peer Relationship, *Self Directed Groups, *Self Help Programs, Training Techniques

This curriculum guide is designed to assist anyone involved in the organization of self-help mutual aid groups among older persons, based on the assumption that those to be affected must be involved. There are four major sections in the guide which speak to background issues; training of organizers in terms of their roles and functions; four crucial areas of development of self-help mutual aid including health and mental health, safety, consumer education, and aid for the homebound; and supplemental resources of training ideas and techniques. Each of the training designs is organized according to its purpose, objectives, techniques, materials, expected outcomes, trainers, and resources. Suggestions for content format and training techniques are also provided. (Author/HLM)

Bennett, Bruce

The Process of Writing and the Development of Writing Abilities, 15 to 18: Australian Research in Progress.

Pub Date-May 79
Note-31p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Research, *Composition (Literary), *Educational Research, Research Methodology, Secondary Education, Student Reaction, *Student Teacher Relationship, Teaching Methods, Teaching Styles, *Writing Skills
Identifiers-Australia, *Composition Process, *Writing across the Curriculum

A detailed description of a three-year project investigating the kinds of writing produced by Australian students in grades 10 through 12 is provided in this report. The various sections of the report describe the aims, objectives, and rationale for the project; some of its major assumptions and influences; a description of the student and teacher samples and their schools; a discussion of ``interventions'' by the researchers; the methodology employed; and the findings to date. (AEA)

ED 175 072 CS 502 610

Rubin, Lucille S.

Stage Voice Training in the London Schools.

State Univ. of New York, Purchase. Coll. at Purchase.
Spons Agency-State Univ. of New York Research Foundation, Albany.
Pub Date-78
Note-37p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Acting, *Course Content, *Dramatics, Foreign Countries, Higher Education, *Speech Instruction, *Teaching Techniques, *Theater Arts
Identifiers-*England (London)

This report is the result of a six-week study in which the voice training offerings at four schools of drama in London were examined using interviews of teachers and directors, observation of voice classes, and attendance at studio presentations and public performances. The report covers such topics as: textbooks and references being used; courses in theory; training given in alignment, posture, and body shape; the amount of time spent in classes on relaxation and limbering; how breathing is taught; when sound production is initiated; when and how resonance is taught; exploration of range, head voice, and falsetto; the use of the scream, cry, and laugh; the speech standards that are prevalent; use of the bone prop; when and how dialect work is done; the use of text work; the combining of voice and movement; how singing is taught; vocal routines expected outside the classroom; common problems the instructors encounter; how vocal progress is assessed; how the schools conduct auditions; administrative particulars of the schools studied; and what personal approaches to instruction the teachers used even though many had similar training backgrounds themselves. (TJ)

ED 175 245 FL 010 438

Ibanez de Friedman, Grace

Developing Resources for Bilingual/Bicultural Education for the Pre-School Aged Puerto Rican Child.

Puerto Rican Congress of New Jersey, Trenton.
Pub Date- 76
Note-41p.; Contains photos that will not reproduce well
Available from-Puerto Rican Congress of New Jersey, Inc., 222 West State Street, Trenton, New Jersey 08608 ($6.00)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingual Education, Bilingual Students, Cultural Awareness, *Curriculum Design, English (Second Language), Instructional Materials, Intercultural Programs, Language Instruction, *Multicultural Education, Needs Assessment, *Preschool Children, *Preschool Curriculum, Preschool Education, Program Development, *Puerto Ricans, Resource Centers, Resource Guides, Second Language Learning, Spanish, Spanish Americans, Spanish Speaking, Teacher Education

The establishment of bilingual/bicultural programs for Puerto Rican preschool children in the United States is discussed. The rationale for and importance of bilingual education, the training of teachers, and the acquisition of materials and needs assessment are treated in some detail. An extensive outline for curriculum design is presented, and the following curriculum goals are offered: (1) the curriculum should be based on developmental concepts appropriate to pre-school children with attention to their special needs; (2) the appreciation of Puerto Rican and Hispanic culture should be fostered; and (3) insofar as the skill level of the children allows it, language skills in Spanish and English should be emphasized. A lengthy list of bilingual/bicultural resource centers and organizations is included, and several bibliographies are appended. (JB)

ED 175 265 FL 010 534

Larsen-Freeman, Diane

Assessing Proficiency Through an Analysis of L2 Learner Speech.

Pub Date-78
Note-16p.; Paper presented at the Second Language Acquisition Forum (Los Angeles, California, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communicative Competence (Languages), *Error Analysis (Language), Error Patterns, *Language Patterns, *Language Proficiency, Language Research, Language Skills, Language Tests, Measurement, Predictive Measurement, *Second Language Learning, Speech Communication, *Speech Skills, Syntax
Identifiers-Interlanguage

The need for an index of development by which second language proficiency could be expediently and reliably guaged has been acknowledged by both second language (L2) teachers and researchers. In two previous L2 studies, the search for an index of development centered on an examination of learner written performance. In an attempt to construct an index of development that is valid regardless of performance modality, the study reported here was initiated for the purpose of analyzing features of learner speech. Twenty-five learners of English as a Second Language (ESL), comprising different L1 backgrounds and five levels of proficiency, were asked to perform four speech tasks. Their responses were recorded and transcribed. The data analysis showed that the average length of error-free T-units appeared to discriminate among learners of differing proficiencies. It is hoped that findings from both phases will eventually provide researchers and teachers with an effective tool by which to assess the progress of a second language learner's development. (Author/AMH)

ED 175 306 HE 011 299

Cashin, William E. Perrin, Bruce M.

IDEA Technical Report No. 4. Description of IDEA Standard Form Data Base.

Kansas State Univ., Manhattan.
Pub Date-Dec 78
Note-90p.; For related documents see HE 011 296-298
Available from-Center for Faculty Evaluation and Development in Higher Education, 1627 Anderson Avenue, Box 3000, Manhattan, KS 66502 ($4.00)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
Document Not Available from EDRS.
Descriptors-Calculation, College Faculty, *College Instruction, College Students, Comparative Analysis, Correlation, *Course Evaluation, *Data Bases, Educational Research, *Effective Teaching, *Evaluation Methods, Faculty Evaluation, Higher Education, Information Processing, Institutional Characteristics, Institutional Research, *Instructional Improvement, Measurement Techniques, Questionnaires
Identifiers-*IDEA System, Kansas State University

The data and computational procedures used by the IDEA System to generate IDEA Reports from information collected on the Standard Form of the IDEA Survey Form are described in this technical report. The computations for each of the seven parts of the IDEA Report are explained. The data base used for this 1978-79 Kansas State University study includes ratings by over 500,000 students who evaluated 23,489 courses in 152 institutions between the fall of 1975 and the summer of 1978. Demographic characteristics of the responding institutions are provided. A major part of this report consists of 35 tables that provide all the comparative data necessary to convert the means of individual items into verbal comparisons, difference scores, percentile ranks, and other statistical analyses. A brief explanation of each set of tables is also provided. Appended are: IDEA Report, IDEA Faculty Information Form, and IDEA Survey Form. (SF)

ED 174 773 CE 022 097

Atkinson, Karla

Eliminating Sex-Role Stereotyping in Vocational Education. Report on the Identification of Sex Biases in Vocational Education Instructional Materials and Resources.

Western Michigan Univ., Kalamazoo. Center for Women's Services.
Spons Agency-Michigan State Dept. of Education, Lansing.
Pub Date-Mar 79
Note-25p.; Not available in hard copy due to small print throughout document; For a related document see CE 020 371
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, Curriculum Evaluation, Females, *Instructional Materials, Males, Minority Groups, Questionnaires, Secondary Education, *Sex Role, *Sex Stereotypes, State Surveys, Textbook Evaluation, *Vocational Education
Identifiers-Michigan

Three hundred and fifty nine career and vocational resources were reviewed to determine if male and female students in Michigan secondary schools were exposed to sex-role stereotyping in instructional materials. The review was conducted as part of a site visitation to twenty secondary and area vocational skill centers. A twenty-two item instrument was designed to yield data which would determine the frequency of specific stereotypic patterns. Each questionnaire item was applied to three areas: (1) language, (2) illustrations, and (3) context. Among the findings was that in an average of 53% of the learning resources, gender was associated with job titles, objects, interests, activities, or occupations through context and language. In addition, 6.1% of the materials had cliches, innuendoes, sentences, and/or questions that connote or denote sex-role stereotyping. Thirty-nine percent of the materials through context, 33% through illustrations, and 30% through language were directed to males predominantly. Stereotyping was more evident in interactions among persons in a work setting than in interactions among family and peers. Also it was found that an intention to reflect minority populations was evident in an average of 28% of the three categories. (The instrument for assessing sex-role stereotyping in learning resources is appended.) (LRA)

ED 174 792 CE 022 297

Home Economics Education. Topic Analysis for Vocational Teacher Education.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date-Sep 78
Note-171p.; Photographs in this document will not reproduce well; For related documents see CE 022 295-300
Available from-Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1885 Neil Avenue, Room 112, Columbus, Ohio 43210
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Behavioral Objectives, Consumer Education, *Core Curriculum, Course Content, Formative Evaluation, Higher Education, *Home Economics Education, *Homemaking Education, Inservice Education, *Job Training, *Methods Courses, *Special Degree Programs, Summative Evaluation, *Teacher Education Curriculum, Vocational Education

Three papers on home economics education which were presented at a teacher education leadership conference on the development of common core curriculum for vocational education teachers are contained in this booklet. The title and authors are as follow: Non-Degree Inservice Education Program,'' by Delores Allenspach; Job Training Teaching Methods for Degreed Teachers,'' by Virginia Tappenden; and Vocational Home Economics Consumer Homemaking Methods,'' by Shirley Slater. Each paper generally addresses six primary points of emphasis: (1) need for the proposed course, (2) objectives, (3) content, (4) instructional strategies, (5) evaluation, both formative and summative, and (6) related resources. Appended materials include some of the following: a lesson plan format, information sheets on the preparation of slides and transparencies, a job training terminology essay exam, and guidelines for competency-based module development. (JH)

ED 174 831 CE 022 459

Bushnell, David S.

Education and Training: A Guide to Interinstitutional Cooperation. Final Report.

American Association of Community and Junior Colleges, Washington, D.C.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jul 78
Grant-300760438
Note-341p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Area Vocational Schools, *Articulation (Program), Community Colleges, Demonstration Programs, *Interinstitutional Cooperation, Interviews, National Surveys, Performance Criteria, Postsecondary Education, Program Evaluation, *Success Factors, *Vocational Education

Locating and describing successful articulation efforts among postsecondary institutions in local communities was the goal of a joint study by the American Vocational Association and the American Association of Community and Junior Colleges. Nominations of community-based programs were solicited from state directors of vocational education and community colleges by mail. Two hundred and three nominations were received and were arranged by type of institution, geographical location, and eleven other key variables, e.g., per capita expenditures on education, governance structure of institutions. From the 203 nominations, a representative non-random sample of 22 locations was drawn up for two-day site visitations. Approximately 300 administrators, faculty, students, and community leaders were interviewed. Of the 22 sites visited, nine locations involving nine community colleges and five area vocational schools were judged to be practicing successful articulation when assessed against 10 criteria. Four major barriers to articulation competing external expectations of special interest groups, sterotyped perceptions of programs and practices of other institutions, a trend toward providing a common set of educational services, and conflicting educational values were overcome by the exemplary articulation sites by clarifying common goals, identifying areas of potential benefit through collaboration, and by initially articulating programs and practices which lent themselves to standardization of procedures. (Author/JH)

ED 174 895 CG 013 686

Brehony, Kathleen And Others

Parents As Behavior Therapists: A Single Case Study.

Pub Date-79

Note-17p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (25th, New Orleans, Louisiana, March 28-31, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adjustment (to Environment), Adjustment Problems, Behavioral Counseling, *Behavior Change, Child Development, *Parent Child Relationship, *Parent Role, Parents, *Retardation, *Severely Handicapped, Therapy, *Training Techniques

The efficacy of training parents as behavior modifiers of problem behaviors displayed by their seven-year-old severely retarded son was investigated in relationship to targeted problem behaviors including throwing objects, refusing to comply with parental commands, and refusing to sit in a chair at a table. In order to deal with the child's retardation which resulted from a rare chromosomal aberration previously unexplored in the behavioral therapy literature, parents were instructed in a simple behavioral treatment package consisting of verbal punishment and reinforcement. Treatment was assessed according to a multiple baseline across behaviors design. Results showed significant improvement on all three target behaviors following the application of the treatment intervention. Transfer of training to the natural environment was assessed and results revealed maintenance of behavioral improvement in a two-month followup. (Author)

ED 174 919 CG 013 710

Winocur, S. Lee
A Curriculum For Choosing.
Newport-Mesa Unified School District, Newport Beach, Calif.
Spons Agency-California State Dept. of Education, Los Angeles.
Pub Date- 77
Note-13p.; Table 1 is of marginal legibility
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Awareness, Curriculum Guides, *Decision Making, Decision Making Skills, Elementary Education, Elementary School Students, *Guidance, *Self Concept, Student Teacher Relationship, *Teacher Role
Identifiers-*Project LAUNCH

This guide addresses the problem of decision-making in young children and the effect of a particular curriculum on the improvement of children's ability in this area. The term and the process of decision-making are defined, and career implications are discussed. The last section of the guide outlines a program designed to help teachers assist young people to make rational decisions which enable them to choose behaviors that are personally satisfying and socially constructive. The teacher's role is more specifically defined. Teaching strategies are outlined and organization of activity is presented. A final evaluation by participants is included. (Author/BEF)

ED 174 941 CS 004 917

Prosser, Daniel R. Bondavalli, Bonnie J.

A Textbook Selection Process.

Pub Date-78

Note-36p.; Paper presented at the Annual Meeting of the Remedial/Developmental Studies in Post-Secondary Institutions (3rd, Chicago, Illinois, March 14-16, 1978)

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Teachers, Higher Education, *Readability, Readability Formulas, Reading Materials, Reading Material Selection, *Textbook Evaluation, *Textbook Selection

In response to the problem facing college faculties of choosing textbooks that are both ``readable'' by students and adequate in content coverage, a text selection process has been developed that can be used with or without the aid of a reading specialist. The first step in the process, a preliminary check, examines each proposed text's publication date, scope of coverage, point of view, and cost. The degree to which textbook topics reflect the course objectives is also considered. After each proposed text has had a preliminary examination, a summary statement of text strengths and weaknesses for currency, content, point of view, and cost should be made on a text comparison sheet. The next step is the calculation of text readability, followed by an analysis to determine if the text contains necessary reading aids. A cloze test is then performed for each text that has not been rejected according to the previous review procedures. The last and most difficult stage of the selection process is a review of content coverage, readability level, text features, and cloze test results to select the text that best meets the needs of the instructor and the department. (Appendixes provide a text comparison sheet, a reading aids checklist, and example of how the SMOG readability formula is used, and a sample cloze procedure.) (RL)

ED 174 962 CS 004 952

Thelen, Judith N.

Role of Pre-Reading in Content Learning.

Pub Date-Jun 79

Note-10p.; Paper presented at the Annual Meeting of the West Virginia University Reading Center (1st, Morgantown, West Virginia, June 27-29, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advance Organizers, *Concept Formation, *Content Reading, Elementary Secondary Education, *Learning Processes, *Reading Comprehension, *Reading Research, Student Experience, Teacher Role, Teaching Techniques, Textbook Content

Instead of urging content area teachers to teach reading skills, reading personnel should be providing them with prereading techniques designed to organize or provide experiences relevant to new concepts to be learned by students. Among the conclusions reached from a review of relevant research are that using multi-leveled textbooks in a classroom will not produce statistically significant gains in cognitive achievement and that students' problems in content reading stem not from lack of reading skill, but from comprehension problems due to lack of relevant background knowledge. One prereading technique, which proved successful in a study involving social studies instruction, involves presenting many examples and nonexamples of relevant (critical) attributes of concepts to help students clarify the concepts. In another technique, which employs graphic postorganizers, students construct their own hierarchy of terms used in the material they have learned. These techniques enable teachers to ascertain what learners already know and to teach them accordingly, using both receptive and discovery learning techniques. Teachers should be the primary sources of information; textbooks should be used to reinforce concepts they have previously developed. (GT)

ED 175 027 CS 205 073

Benedict, Mary I. Haugh, Rita

High School Journalists Volunteer'' for Two Days at Fort Knox: A Public Relations Case Study.

Pub Date-Aug 79

Note-22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-High School Students, *Military Service, *News Reporting, Persuasive Discourse, *Public Relations, Senior High Schools, *Student Attitudes, *Student Reaction, Student Research

Identifiers-*Communication Research

A study of 28 high school journalists who had accepted the United States Army's invitation to visit Fort Knox was conducted to discover what their attitudes were toward military service, how those attitudes changed as a result of the tour, and how their attitudes were reflected in stories written upon returning from the trip. The students were given a pretest on attitudes toward military service and a posttest using the same items in a different order. Thirty student journalists who did not go on the trip were also given the test to establish a base line against which to compare those who did go. It was found that the group that went on the trip had pretest scores more favorable to military service than those who did not go. The posttest scores were only slightly higher than the pretest scores. Only eight stories were written and published after the trip. Of these, the favorable content overbalanced the neutral and unfavorable content but only by a slight amount. (TJ)

ED 175 049 CS 205 112

Business and Organizational Communication: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' October 1978 through June 1979 (Vol. 39 Nos. 4 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-15p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Business Communication, *Communication (Thought Transfer), Comparative Analysis, Doctoral Theses, Elementary Secondary Education, Employer Employee Relationship, Group Relations, Higher Education, Job Satisfaction, Organizational Climate, *Organizational Communication, Research, Secondary Education, Teaching Techniques, Vocational Education, Writing Skills
Identifiers-*Communication Research

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles deal with the following topics: written communication competencies necessary in the accounting profession; the cooperative school approach to developing a communication network; organizational communication and faculty satisfaction; organizational climate and communication climate in schools; open communication within organizations; the evolution of business letter writing; organizational mechanisms, employee use, and organizational outcomes; the effect of a structured communication process on perceived job satisfaction; organizational meeting skills; teaching business communications; cognitive complexity and impression formation in an organizational setting; a rules theory of organizational communication; the influence of sex differences and organizational status upon speech dominance in mixed-sex dyads; the effect of open office landscaping on communication; communication profiles based upon sex differences across organizations; career-oriented communications; communication and organizational change; the rhetoric of denominationalism; rhetorical sensitivity in first-line supervisory relationships; and interprofessional consultation between school administrators and school psychologists. (FL)

ED 175 094 EA 011 933

Addicks, R. C., Jr.

Self Insurance and Other Trends in Insurance Management.

Pub Date-Apr 79
Note-15p.; Paper presented at the Annual Meeting of the National School Boards Association (39th, Miami Beach, Florida, April 21-24, 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Board of Education Policy, Elementary Secondary Education, Insurance Companies, *Insurance Programs, Legal Responsibility, School Districts
Identifiers-Insurance Management, Self Insurance

When determining a school system insurance program, the school board should first set a general insurance management policy statement for administrators to carry out. Next an overview of all the system operations must be made. The risks must then be quantified in terms of all potential financial loss. When designing an insurance program, the district ought to incorporate loss prevention, avoidance of risk, assumption of risk through deductibles, self-insurance, and insurance. It is wise to figure potential losses per occurrence and self-insure the smaller losses. For larger losses, insure to the full replacement value and eliminate as many exclusions as possible. If risk is assumed through deductibles, the deductible is usually paid from reserve funds. When determining the amount of deductible to maintain, it should be remembered that increased premiums necessitated by a lower deductible will add up over a long period of time. It is acceptable to take bids when choosing an insurance company, as long as bidding does not interfere with the long-term nature of the insurance management program. When choosing an employee benefits program, it must be remembered that although a small deductible may represent considerable savings to the system, it may not represent savings to the employee. (Author/JM)

ED 175 115 EA 012 022

Gregg, P. Keith

A Model for the Preparation of Planners and Operators of Community Education Programs.

Pub Date-16 Aug 79

Note-9p.; Paper presented at the National Conference of Professors of Educational Administration (33rd, Edmonton, Alberta, August 12-16, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Education, *Community Education, Community Problems, *Field Experience Programs, Models, Professional Training, Program Development, Student Projects

Identifiers-Chicago State University IL

This model is based on a training program at Chicago State University designed to train planners and operators of community education programs. Academic content is combined with field-based training. According to the model, first the needs of the communities of the participants should be identified. Then personnel from each agency involved should be recruited as trainees for the program. Individual preparation and training needs of each participant must be assessed. A content module for the program must be developed. This module may be based on competencies that the community education literature defines as necessary. The field-based module provides experiential activity related to the content through a community project that aims at solving a community problem. The fourth and final component of the program is a three-part evaluation component made up of ongoing content evaluation, end-of-the-year project reports, and overall program evaluations. (Author/JM)

ED 175 137 EA 012 047

Holdaway, E. A.

Research in Educational Administration in Canada.

Pub Date-13 Aug 79
Note-23p.; Paper presented at the National Conference of Professors of Educational Administration (33rd, Edmonton, Alberta, August 12-16, 1979); Tables 2 and 3 may be marginally legible
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Administration, *Educational Research, Elementary Secondary Education, Higher Education
Identifiers-*Canada

This paper on educational administration in Canada first discusses overall organization and then details data about staff and student research from 1973-77. Most school research, it says, is concerned with staff personnel, curriculum and instruction, assessment and evaluation, and finance and business management. Graduate student research makes a major contribution to the total research effort, both through theses and major papers. The paper examines criticisms about and difficulties in conducting research in educational administration, especially with respect to funding, research initiative, climate of support, communications, cross-sectional studies, decision-making links, comparative studies, quantitative research, ethics, policy research, and methodology. Research in educational administration could be improved, the paper concludes, by giving more attention to structure, functions and types of research, climate of support, comparative studies, programmatic research, and policy research. (Author/LD)

ED 175 202 EC 120 131

Suelzle, Marijean Keenan, Vincent

Parents' Current Satisfactions and Projected Needs: Community Based Services for Developmentally Disabled Children.

Northwestern Univ., Evanston, Ill. Center for Urban Affairs.

Spons Agency-Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.

Pub Date-May 79

Note-60p.; Paper presented at Family Support Unit's Conference for Service Providers, Countryside Center for the Handicapped (Barrington, Illinois); and American Academy on Mental Retardation Annual Meeting (Miami Beach, Florida)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Community Services, *Developmental Disabilities, Exceptional Child Research, Health Needs, *Health Services, Information Needs, *Parent Attitudes, Psychological Needs, *Social Services

Findings are presented from a 1978 survey of 330 parents of developmentally disabled children in Lake County, Illinois regarding their current satisfactions and projected needs. The first section portrays the sample demographics (age, sex, type of disability, yearly family income, area of residence). A section on family support analyzes responses in the following service areas: health care delivery, social service delivery, recreation and leisure, and emotional and informational sources of support. Among results described are that approximately two-thirds of the parents were satisfied with the initial diagnosis and assessment; the relationships of family income to health care services and social services was complex; the younger the disabled child, the more likely parents were to be satisfied with social service professionals; and the greatest informational needs reported were for a parent manual and a referral service. Life course planning is the focus of the final three chapters which analyze findings on schools and developmental programs, residential options, and community acceptance and consumer action. (CL)

ED 175 325 HE 011 621

Nevin, Jeanne, Ed.

Management of Student Aid.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date-79

Note-281p.

Available from-National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036 ($20.00)

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Personnel, Bibliographies, College Administration, *College Students, *Compliance (Legal), Educational Finance, Eligibility, Federal Aid, Glossaries, Higher Education, Institutional Administration, Loan Repayment, Money Management, *Program Administration, *Student Financial Aid, *Student Loan Programs, *Student Personnel Services

Identifiers-National Direct Student Loan Program, *Student Financial Aid Officers

The principles, practices, responsibilities, and controls in student financial aid are described in this manual. It traces the flow of funds, management activities, and legal issues as they occur in the process. The emphasis is on sound management principles of a general and permanent nature rather than on specific government requirements that may change from year to year. The manual is designed to help senior administrators understand the effects of student financial aid on their institutions; to present the financial aid process; and to encourage and promote self-regulatory mechanisms for the postsecondary education industry. Specific areas covered by the manual include the institutional implications of student financial aid, planning and acquiring financial aid resources, activities and responsibilities of the financial aid office, the disbursement process, fiscal management, billing and collection, auditing and compliance, and special issues in management control. Appendices include request for institutional eligibility for programs forms; the fiscal-operations report and application to participate in Federal student financial aid programs forms; the financial aid application form; elements of a typical student data base; a sample recipient report of expenditures; the National Defense/Direct Student Loans statement of rights and responsibilities; audit objectives for various student loan programs; and an institutional file analysis form. A bibliography and glossary are also included. (SC)

ED 174 756 CE 021 347

Wasdyke, Raymond G.
Relevant Experiences for Alternative Learning: Project REAL. Third-Party Annual Evaluation Report, Second Year. Review Period: November 1, 1977 through October 31, 1978.
Educational Testing Service, Princeton, N.J.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Grant-J-03-76-00229(502)
Note-76p.; Appendix A may not reproduce well due to small print; For a related document see ED 147 541
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Basic Skills, *Career Development, *Career Education, *Community Involvement, Curriculum Development, Evaluation Methods, *Experiential Learning, Failure Factors, *Program Effectiveness, Program Evaluation, School Community Relationship, Secondary Education, Success Factors

An evaluation was conducted of the second year of Project REAL (Relevant Experiences for Alternative Learning), which provides high school students in Newark, Delaware, with community-based career development experiences and relates these learning activities to the curriculum of life skills, basic skills, and career development. In the area of student outcomes it was found that students did not improve in basic skills or career decision-making and employment-seeking skills after participating in the project. Nevertheless, learning managers and community instructors rated the students high in personal employment and career-related dimensions. In the category of student process goals and objectives, the project has been successful in its placement of students in diverse community work sites, implementation of a comprehensive student assessment system, instruction in dealing with sex bias and discrimination, and award of credit for project participation. The project has also fulfilled its proposed management process tasks: developing and implementing management and staff development plans, obtaining parental permission for student participation, providing insurance for participants, and establishing a project advisory board. Recommendations were made for improvements in the three evaluated areas. (The appendixes contain the evaluation plan and a checklist of essential characteristics for implementation sites.) (ELG)

ED 174 812 CE 022 381

A Study of the Administration, Operation, and Program Services of Vocational-Technical Education. Executive Summary.

National Advisory Council on Vocational Education, Washington, D.C.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Dec 78
Note-22p.; For related documents see CE 022 378-380
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Problems, Federal Programs, Federal State Relationship, *Program Administration, *Program Coordination, *Program Improvement, Program Planning, *Vocational Education
Identifiers-*Bureau of Occupational Adult Education

A two-year study was conducted which concentrated on the problems adversely affecting the administration and operation of vocational education program activities conducted by the United States Bureau of Occupational and Adult Education. Data were obtained primarily through structured personal interview schedules with free options to explore responses and structured questionnaires with open-ended items. All Bureau program specialists and supervisors were invited to participate. In states chosen by stratified random sample, two survyes were conducted with state directors and supervisors of vocational education. As a result of the study, substantial problems affecting the administration and operation of the Bureau were found. Findings and conclusions were placed in nine categories: national commitment; mission statement; structure; staffing; operational planning system; internal and external communication and cooperation; technical assistance; personnel development; and functional activities. It was concluded that the administration of programs and services to the states would be improved by (1) obtaining a national commitment to vocational education; (2) developing, through a master plan, the structure, staffing pattern, and staff development needed to support that plan; and (3) establishing and maintaining a strong federal-state-local working relationship based on technical assistance and a responsive two-way communications network. (BM)

Dyer, Carolyn Stewart Soloski, John
The Right to Gather News: The Gannett Connection.
Pub Date-Aug 79
Note-60p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Business, *Court Cases, Court Litigation, *Freedom of Speech, *Journalism, *Legal Aid, *Newspapers, Publishing Industry
Identifiers-*Ownership

As part of an examination of whether newspaper chains help member papers with legal problems, this paper reviews a series of courtroom and court-record access cases involving the largest newspaper chain in the United States, the Gannett Company. The paper attempts to determine the extent to which Gannett has financially and legally helped its member papers bring law suits involving freedom of the press issues, whether the cases discussed represent a Gannett policy concerning the seeking of access to courtrooms and court records, what the nature and purpose of that policy are, its consequences for the development of mass media law, and the potential benefits to Gannett. (FL)

ED 175 006 CS 205 039

Brislin, Thomas J.

Designing Innovations for News Exchanges among Pacific Island Journalists Via the PEACESAT Experiment.

Pub Date-Aug 79
Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Satellites, Information Dissemination, *Journalism, *Mass Media, *News Media, *News Reporting, *Telecommunication
Identifiers-*Pacific Islands, PEACESAT

The PEACESAT (Pan Pacific Education and Communication Experiments by Satellite) project has the mechanism for the facilitation of communication with the Pacific islands and is based on a good understanding of the island systems that comprise the participants in the news exchange experiment. What has been lacking in the experiment is a systematic study of the journalist-participants, the values they hold toward the news, and the content areas they feel would have the highest reader or listener interest. Through a three-level paradigm, supplemented by a content analysis of past exchanges (and planned analyses of future exchanges), the PEACESAT news exchange experiment working group hopes to answer the questions of value, content, and interest as a basis for designing innovations to the basic exchange format. A primary means of investigating these questions will be a series of roundtable dialogues via PEACESAT among Pacific island journalists. It is hoped that participation in these dialogues will also encourage increased participation by the journalists in the basic news exchanges. (Author/TJ)

ED 175 182 EC 115 172

Hall, Amanda P. And Others

PREP. Preparatory Reading Program for Visually Handicapped Children. Units VI-X.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-78
Grant-G007604406
Note-316p.; Print is marginal and may not reproduce well in hard copy; For related information, see EC 115 170-171
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Basic Reading, *Learning Activities, Lesson Plans, Multisensory Learning, Reading Instruction, *Reading Readiness, Teaching Methods, *Visually Handicapped

The final five units of a program designed to teach reading readiness to visually handicapped children who are potential braille or large print readers are presented. Learning activities, games, and lesson plans are provided for the following five units: positions (up/down, over/under), relationships (same/different, part/whole), time (first/last, before/after), configurations (patterning, sequencing), and classification (sorting into categories, selecting categories for grouping). In addition to the structured activities, each lesson also includes a pretest, posttest, and a list of experiential exercises. (CL)

ED 175 287 FL 010 702

A Study of the State of Bilingual Materials Development and the Transition of Materials to the Classroom. A Final Report: LEA Survey, Volume 3.

Development Associates, Inc., Arlington, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Contract-300-76-0358
Note-136p.; For related documents, see FL 010 448 and FL 010 701 ; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Bilingual Education, Classroom Materials, *Federal Programs, *Instructional Materials, Language Instruction, *Material Development, Needs Assessment, *Questionnaires, Second Language Learning, Spanish, Textbooks, Uncommonly Taught Languages
Identifiers-*Bilingual Materials, Bilingual Programs, *Limited English Speaking Ability

This study describes and assesses the state of bilingual curriculum development activities in the National Network of Centers for Bilingual Education. Recommendations are made for improvement in the creation, production, and distribution of bilingual instructional materials. The overall approach to the study was tripartite and focused on: (1) the development of an inventory of bilingual instructional materials including, a variety of European, Native American (and Alaskan), and Asian languages; (2) site visits to Centers, commercial publishers, and distributiors to analyze their procedures for the development and distribution of materials; and (3) a mail survey of Local Education Agencies, equally divided between those in the Title VII program and those with other sources of funding, on their uses of bilingual education materials. This volume of the study deals with what materials Local Education Agencies were using, how they obtained these materials, and what their needs were. It also discusses how the existing system of publicizing and disseminating bilingual education instructional materials can be improved from a user's perspective. (Author/NCR)

ED 174 872 CG 013 660

Goff, Susan B.

Career and Family Plans of College Students.

Pub Date-78

Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Patterns, *Career Choice, *Career Development, College Students, Decision Making, Family Planning, Life Style, *Role Conflict, *Sex Differences, *Student Attitudes, *Success Factors

Factors which mediate the life decisions of college men and women were examined. Undergraduates (N 107) completed questionnaires about career and family plans, notions of success and failure, integration of two potentially conflicting roles, and the relationship between personal values, life goals, and choices. Results indicated that: (1) women anticipate entering helping professions; (2) men decide on careers which yield personal enjoyment and intellectual challenge rather than those which benefit others; (3) salary as a criterion for career success is more salient for men; (4) men see job competition and personal failure as obstacles to career development whereas women see children and family as greater obstacles; and (5) both sexes claim they would readjust their work schedule to accommodate family needs. (Author/HLM)

two month followup. (Author)

ED 174 896 CG 013 687

Wheaton, Peter J. Vandergriff, Arvil F.
The Counselor's Role in Individualized Education Program (IEP) Development.
Pub Date-Nov 78
Note-22p.; Paper presented at the Conference of the Florida Personnel and Guidance Association (29th, Orlando, Florida, November 16-18, 1978); Some pages will not reproduce well
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Counselor Role, Educational Innovation, Educational Legislation, Elementary Secondary Education, *Handicapped Students, *Individualized Instruction, *Mainstreaming, *Program Development, *Special Education, Student Needs
Identifiers-*Education for All Handicapped Children Act

Training techniques available for school counselors which can be utilized in working with regular classroom teachers, special education teachers, placement committee staffings and in the liaison role currently emerging are described. The materials presented address the following areas of concern: (1) recent trends in special education programming, such as the requirements of Public Law 94-142, which have contributed to a changing counselor role; (2) the challenge of the individualized education program (IEP), which details the unique needs of the handicapped child and is accentuated by the requirement that a group of people develop, implement as well as monitor the program; (3) strategies for effective group problem solving which appear to be the responsibility of the school counselor; and (4) the potential for the counselor's skillfulness in human relations to have a positive effect on a staffing committee's group decision regarding IEP's. The appendices contain the inserts which provide the model and forms for use in developing IEP's. (Author)

ED 175 073 CS 502 611

Austin, Bruce A.
A Bibliography of Film Audience Research Since 1960.
Pub Date- 79
Note-17p.; Bibliography prepared at Rochester Institute of Technology
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audiences, Film Criticism, *Films, Foreign Countries, *Mass Media, *Media Research, Minority Groups, Programing (Broadcast), Reactive Behavior, *Response Mode, Television, Visual Stimuli
Identifiers-*Audience Response, *Media Effects

The result of an exhaustive review of literature on the subject of film audiences, this bibliography is intended to provide film scholars with a reference tool, to act as an impetus for renewed research interest in the often neglected areas of film audience uses and gratifications, and to provide an update to UNESCO's 1961 bibliography concerning the influence of film on children and adolescents. The 91 entries, drawn from both English language and foreign journals, provide information on a variety of topics, including the following: United States films and foreign audiences, the non-filmgoer, patterns in mass media use, film preferences under conditions of threat, mass media in an underdeveloped village, Soviet film audiences, Hollywood films on the British screen, needs of motion picture audiences, the repeat audience for movies on television, female responsiveness to erotic films, the beginnings of gay cinema in Los Angeles, and intrusive and repetitive thought after a depressing film. Lists of sources searched and of additional bibliographies are appended. (FL)

Garms, Walter I.
Measuring the Equity of School Finance Systems.
Rochester Univ., N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-400-77-0085
Note-133p.; Occasional pages in appendices may not reproduce clearly
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Educational Finance, *Equal Education, *Equalization Aid, Expenditure Per Student, *Finance Reform, *Measurement Techniques, Multiple Regression Analysis, State Aid, Statistical Analysis
Identifiers-Connecticut, Illinois, New Jersey, New Mexico

This study reports on a method of measuring the equity of state school finance systems. This method attempts to determine the extent to which the system makes adequate provision for education, treats equals equally, and treats unequals equitably. It presents a multiple regression approach to the problem, which allows each goal of school finance to be examined separately. Four indicators were developed: (1) measures of the extent to which variation in revenue or expenditure per pupil is related to variations in wealth, tax rate, or special needs and costs or is unexplained; (2) measures of operating revenue or expenditure per pupil for all purposes; (3) a measure of average revenue or expenditure per pupil for normal pupils; (4) the weightings implied by additional expenditures for pupils with special needs or in districts with high costs. The measures thus developed are then tried on actual data from four states (Connecticut, Illinois, New Jersey, and New Mexico) and comparisons made. The problem of explaining the statistical procedure to a layperson is addressed in a chapter that presents the measures in simple and understandable terms. A lengthy appendix contains the measures for the four states, correlation matrices, and univariate and bivariate measures for the four states. (Author/JM)

ED 175 225 EC 120 260

Arnett, Zela
It's Time to Put Gifted-Talented Into Oklahoma Education. Vote Yes on Gifted-Talented Bills. Updated Version.
Guthrie Independent School District 1, Okla.
Pub Date- 79
Note-28p.; Best Available Copy
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Needs, *Gifted, Political Influences, Program Development, *State Programs, *Talented Students

The handbook, originally designed to portray the educational needs of gifted and talented children in Oklahoma, is explained to be aimed towards other states seeking funding for this population. After a narrative section considering gifted characteristics and the importance of providing appropriate education to gifted and talented students, the handbook lists goals, objectives and activities for legislatures, state coordinators, universities, governors, and local education agencies for program development. Tips on communicating with individual legislators conclude the handbook. (CL)

ED 175 246 FL 010 440

Gschwind-Holtzer, G.

Une nouvelle approche du contenu thematique et situationnel d'une methode audio-visuelle: 'C'est le Printemps' (A New Approach to Thematic and Situational Content in an Audio-Visual Method: 'C'est le Printemps'). Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin, No. 26.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).

Pub Date-77

Note-15p.

Language-French

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiolingual Methods, *Audiovisual Instruction, Communicative Competence (Languages), Content Analysis, Course Content, *Cultural Context, Higher Education, *Language Instruction, Psycholinguistics, Secondary Education, *Second Language Learning, Social Factors, Socioeconomic Influences, Sociolinguistics, Sociology, Student Motivation, Student Role, *Teaching Methods, *Textbook Content, Textbook Evaluation

Identifiers-*Dialogs (Language Learning)

This study attempts to demonstrate that the choice of material on the thematic and situational level has a bearing on linguistic concepts. The critique is divided into three main sections dealing with: (1) themes and situations, or the world view of audio-visual methods; (2) themes and situations in a particular text, ``C'est le printemps;'' and (3) the importance of social and cultural parameters in the context of dialogues and other exercises. In audio-visual methods generally, themes and situations are found to be conventional, banal and lacking a well-defined sociological context. However, the text under discussion is seen to be an effort to make the themes and situations more realistic and contemporary, and to give them a well-defined social context. The manner in which the themes are treated in this text is considered to be of great importance: the themes are treated subjectively, that is the speaker (the individual learner) constitutes the determining factor in the communication. A variety of social-professional milieux are represented and the world view rests on phenomenological and sociological data. The consideration of these data constitutes one of the bases of the method and results in the convergence of linguistic, psycho-pedagogical, and methodological perspectives. An appendix includes three dialogues from ``C'est le printemps,'' with commentary on each one. (AMH)

ED 175 268 FL 010 535

Herschensohn, Julia

Generic Sentences in English and French.

Pub Date-Dec 78
Note-10p.; Paper presented at the Linguistic Society of America Meeting (New York, December 29, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Determiners (Languages), English, *Form Classes (Languages), French, *Grammar, Language Patterns, Language Research, *Morphology (Languages), Nominals, Semantics, *Structural Analysis, *Syntax
Identifiers-*Generic

Previous accounts of ``generic'' have been either too broad in including several sentence types as generic, or too narrow in limiting the definition of generic to the noun or verb alone. This research critically examines data and previous treatments of the generic verb, generic noun, and generic sentence. Because every generic sentence may also have a non-generic interpretation, it is impossible to posit a unique underlying source of generics or a unique rule of semantic interpretation. This paper proposes that the interpretation of a sentence may be generic if the noun is unmarked for reference and the verb unmarked for tense and aspect. Thus generic sentences do not constitute a class apart, but are at the ``abstract'' pole of a continuum, (for example: The beaver builds dams.) whose opposite pole is the ``concrete-referential'' (for example: This beaver is building a dam.). This paper further proposes that definite/indefinite generics must be considered in relationship to one another, not in isolation. (Author/NCR)

ED 174 852 CE 022 556

Spotts, Robert And Others

Evaluation of the Greenhouse Program 1977-78. Experience-Based Career Education.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Note-236p.

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Academic Achievement, Basic Skills, Career Education, Dropout Prevention, *Experiential Learning, *High School Students, Parent Attitudes, Potential Dropouts, *Program Effectiveness, *School Community Cooperation, School Holding Power, Student Attitudes, *Vocational Maturity

Identifiers-*Experience Based Career Education

A cooperative effort between the Rockville Centre Free Union School District and the Far West Laboratory evaluated the implementation and outcomes of Greenhouse, an alternative high school program using the experience based career education (EBCE) curriculum. Evaluation criteria included four process objectives and the following student learning objectives: (1) improving reading, writing, quantitative, oral communication and interpersonal skills; (2) improving attitudes toward career planning, learning and education; (3) increasing career-related self awareness; (4) increasing career planning involvement; (5) acquiring career-related information; (6) increasing career decision making ability; and (7) increasing self-reliance. Pretest and posttest data were gathered from an experimental group, comparison group, and self-selected group of students. In addition, information in student files, administrative records, and opinion surveys sent to parents and resource persons were used in evaluating the program. Findings indicated that twenty-two out of twenty-five seniors enrolled in Greenhouse graduated and that some preset criteria were achieved for all but one of the student learning objectives. In addition, both parent and students were found to be strong supporters of the program. (A description of the Far West Laboratory, EBCE model, a sample learning activity packet, and the evaluation instruments are appended.) (LRA)

ED 174 920 CG 013 711

Hargraves, Ruth And Others
Alcohol and You.
United Methodist Church, New York, N.Y.
Pub Date-76
Note-58p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Alcohol Education, Curriculum Guides, *Drinking, *Religious Education, Secondary Education, *Secondary School Students, *Values

Prepared in response to a request from members of the United Methodist Church, this guide can be used with high school students generally, if the theological orientation is recognized. The guide provides opportunities, in four lesson outlines, to share experiences concerning alcohol use, to present information regarding the effect of alcohol on mind and body, and to explore guidance offered by Christian theology and Methodist tradition in use and abuse of alcohol. Appendices include a precourse and postcourse questionnaire with instructions for use, and a section in judging and selecting teaching media and resources. Resources used in the curriculum, as well as supplemental resources, are fully cited. (BEF)

ED 175 028 CS 205 074

Schulz, Muriel

Man (Embracing Woman): The Generic in Sociological Writing.

Pub Date- 78

Note-20p.; Study prepared at California State University

Pub Type- Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Females, Language Research, *Language Usage, *Males, Morphology (Languages), Pronouns, *Sex Discrimination, Sex Role, *Sociolinguistics, Sociology, *Writing

Philosophical works and sociological writings from the seventeenth through the twentieth century are analyzed in this paper to learn the degree to which their use of generics (linguistic terms such as mankind'' that are used to refer to all humans) can be said to have actual reference to all adults without consideration of sex. The paper notes that it is not easy to determine when a writer is using terms such as man,'' mankind,'' or human nature'' generically and suggests that writers are likely to slip in and out of generic usage of terminology without appearing to notice what is happening. Three causes are cited for the ambiguity of the terms man'' and mankind'': the words themselves have dual reference, a rule of English grammar insists that the pronoun replacement of terms referring to human beings generically be masculine, and many generics, such as salesman,'' are semantically marked as masculine words. Examples taken from writers such as Thomas Hobbes, John Locke, David Hume, George Mead, and Vilfredo Pareto are used to exemplify the ways in which the generic use of words actually reflects a masculine orientation to the world. (MKM)

ED 175 116 EA 012 023

Boutwell, Richard C.

Florida Linkage System Inservice Process Workshop: Building a Bridge.

Pub Date-Apr 79

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in paper copy due to marginal legibility of original document

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Consultation Programs, Elementary Secondary Education, *Inservice Programs, *Inservice Teacher Education, *Problem Solving, Staff Improvement, Teacher Participation

Identifiers-Florida, Florida State Assessment Program

This model for an inservice workshop is based on an ongoing relationship between a college or university (acting as consultant) and an instructional staff. The workshop is built around an actual problem situation facing the staff, in this case, the task of providing remediation in conjunction with the Florida State Assessment Test. The design of the workshop is based on the assumption that the answers to a school's problems reside in the staff themselves and the task of the workshop designer is to foster the emergence of these answers. The program is composed of four separate workshops focusing on problem identification, solution design, solution development, and evaluation. Workshop teams are made up of three to seven teachers. There is an emphasis on communications, personal ownership of solutions, team building, role modeling, and organizational norm setting. Teachers assume more leadership as the workshops progress. The workshops thus are aimed at both solving a particular instructional problem and fostering staff development. (Author/JM)

Husby, Philip J.
Public Funding and Control of Private Schools: Canadian-U.S. Comparisons.
Pub Date-Aug 79
Note-16p.; Paper presented at the National Conference of Professors of Educational Administration (33rd, Edmonton, Alberta, August 12-16, 1979); Not available in paper copy due to light print of original document
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Federal Regulation, *Legal Problems, *Nonpublic School Aid, *Private Schools, *Public Support
Identifiers-*Canada, *United States

This paper examines the legal questions involved in public financial support and resulting public control of private schools in both Canada and the U.S. Three factors are responsible for increased public interest in private schools in recent years, the paper states: increased educational costs, concern over the concept of equal education, and competition between public and private schools for students. The paper discusses and compares private school enrollment figures in Canada and the U.S., the legal frameworks within which their educational institutions operate, and legal issues relating to public funding and public control of their private schools. The paper concludes that private schools in North America are becoming increasingly dependent on public funds to assist in their financial operations. They are also becoming increasingly subject to controls established by government and, as a result, the issue of their survival is at stake. (Author/LD)

ED 175 307 HE 011 319

The Second Conference of Ministers of Education of European Member States (Bucharest, 1973). International Bureau of Education Reference Service 3.

International Bureau of Education, Geneva (Switzerland).
Pub Date-75
Note-20p.; A catalog and index to the computer-stored data and to the SIRE microfiche series relating to the conference
Available from-UNESCO, International Bureau of Education, Geneva, Switzerland
Pub Type- Collected Works - Proceedings (021) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Education, *Correspondence Courses, *Educational Policy, *Evening Colleges, *Foreign Countries, *Higher Education, *International Programs
Identifiers-*Europe

A catalog of the computer-stored data and the SIRE microfiche series relating to the Second Conference of Ministers of Education of European Member States, held in Bucharest in 1973, is presented. Twenty-eight reports on the theme Higher Education in Europe'' are included in the catalog. The broad topics of correspondence courses, educational policies, evening schools, and international education are covered in the presentations. The catalog provides the computer control number, the serial number of the microfiche containing the full original text, the country and/or authority from which the document originated, the title, the place of publication, the data of issue, the number of pages, the language of the original document, notes providing additional information, and an abstract containing indexing terms for computer storage and retrieval. An index to the computer-stored data and SIRE microfiche is also included. (SC)

ED 174 774 CE 022 112

A Planning Model for the Formulation of State and Local Career and Vocational Guidance Plans.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Grant-G007702132
Note-33p.; Not available in hard copy due to thin type; For related documents see CE 022 113-114
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Planning, Community Programs, Counseling Programs, Evaluation, Guidance Programs, *Models, *Needs Assessment, Objectives, *Occupational Guidance, *Planning, Program Planning, Resource Allocations, Statewide Planning
Identifiers-West Virginia

A planning model is presented which was used throughout the development of state and local and vocational guidance models and plans for West Virginia. The general planning model upon which the state model is based is also included. The planning model used is outlined in eighteen steps: (1) identify the problem; (2) decision makers awareness; (3) assign resources; (4) identify and involve community task force members; (5) identify and review information; (6) develop and/or select needs assessment instrument and processes; (7) conduct needs assessment; (8) analysis of assessment data; (9) analysis of resources such as staff, materials and facilities; (10) establish goals; (11) establish objectives; (12) develop a comprehensive model plan; (13) develop a feasible plan based on priority needs and obtainable resources; (14) obtain approval for field testing for purposes of evaluation and revision; (15) implement on a limited basis; (16) evaluation; (17) revision; and (18) submit for final approval. An explanation is provided on the application of the adapted planning model for development of a career and vocational guidance model. Planning model resource material is presented in the appendix. (LRA)

ED 174 793 CE 022 298

Leadership Development. Topic Analysis for Vocational Teacher Education.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date-Sep 78
Note-202p.; Photographs in this document will not reproduce well; For related documents see CE 022 295-300
Available from-Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1885 Neil Avenue, Room 112, Columbus, Ohio 43210
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Administration, Behavioral Objectives, Core Curriculum, Course Content, Educational History, *Educational Philosophy, Higher Education, Job Skills, Leadership, Performance Criteria, Program Evaluation, School Role, Standards, *Teacher Education, *Vocational Education

Eight papers on leadership which were presented at a teacher leadership conference on the development of common core curriculum for vocational education teachers are contained in this booklet. The title and authors are as follow: The History and Philosophy of Vocational Education,'' by Lillian King; Standard Characteristics of Vocational Education,'' by Don Bright; Principles of Courses of Study Construction,'' by Carl Gorman and William Sutton; Administration of Vocational Education,'' by Charles Nichols; Supervision of Vocational Education,'' by Earl Matthews and Paul Muntz; Evaluation of Vocational Education,'' by W. E. Asche; The Role of Vocational Teacher Education in the Future,'' by Darrell Parks; and Occupational Competency for Quality Vocational Education,'' by Lem Tunkel. Each paper generally addresses six primary points of emphasis: (1) need for the proposed course, (2) objectives, (3) content, (4) instructional strategies, (5) evaluation, both formative and summative, and (6) related resources. (JH)

ED 174 832 CE 022 463

Automotive Mechanics Articulation. A List of Tasks for Industrial Arts, Trades & Industry and Community College Instruction.

Arizona State Univ., Tempe. Div. of Industrial Design and Technology.
Spons Agency-Arizona State Dept. of Education, Phoenix.
Pub Date-Jun 78
Note-175p.; Some pages may not reproduce well due to thin type
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Articulation (Program), *Auto Mechanics (Occupation), Behavioral Objectives, *Community Colleges, *Industrial Arts, *Job Skills, Postsecondary Education, Secondary Education, Task Performance, *Trade and Industrial Education

A list of twenty-six major categories of tasks to be accomplished by automotive mechanics students at the secondary level in industrial arts and/or trades and industry programs and at the postsecondary level in community college programs is provided. The twenty-six categories are as follow: accessories air conditioning, accessories heaters, chassis (electrical component servicing), starting system, charging system, battery, engine service (cooling system), engine tests, exhaust system, major engine service, minor engine service, valve train, power train (automatic transmission), clutch, drive line, final drive, standard transmission, brake service, steering, suspension, tune up (carburetion), ignition, emission control, fuel system, fuel injection, and evaluating and inspecting. Following this task list, which indicates the level and program at which the student should be able to accomplish the tasks, are three sections which list task objectives grouped in the program areas of industrial arts, trades and industry, and community college. Concluding the document is a checklist to record student task completion. Provided in the appendices are a one-page summary of the project conducted to develop this task list and a list of sources of instructional guides. (JH)

ED 174 942 CS 004 919

Weiss, M. Jerry, Ed.
From Writers to Students: The Pleasures and Pains of Writing.
International Reading Association, Newark, Del.
Pub Date-79
Note-120p.
Available from-International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 724, $3.00 member, $4.50 non-member)
Pub Type- Opinion Papers (120) - Books (010)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adolescent Literature, *Authors, *Composition (Literary), *Creative Writing, Experiential Learning, *Literature Appreciation, Secondary Education, Writing Skills
Identifiers-Composition Process, *Writing for Publication

This collection of transcriptions of taped interviews with 19 successful writers of adolescent literature, among whom are Judy Blume, Vera and Bill Cleaver, Isabelle Holland, and Paul Zindel, attempts to provide answers to questions about the nature of writing and of writers. Subject areas covered in the transcripts include how and when the authors decided to become writers, their childhood experiences, their definitions of good writing, and their advice to aspiring writers. A reading list of modern adolescent literature is included in the introduction, and each transcript is preceded by a list of the author's books. (AEA)

ED 174 963 CS 004 956

Gregory, Russell D.

The Byte-Size Revolution: Computers and Readability.

Pub Date-Apr 79

Note-15p.; Paper presented at the Annual Meeting of the Western College Reading Association (12th, Honolulu, Hawaii, April 7-10, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges, *Computer Programs, Instructional Materials, Junior Colleges, *Readability Formulas, *Reading Programs, *Word Lists

This report describes the design and operation of a computer readability service at Linn-Benton Community College in Albany, Oregon, which has evolved from a program containing a single readability formula to its present six-formula capacity. The daily operation of the service and the results provided by the computer are described in detail, and it is noted that in addition to several grade level estimates for the materials analyzed, the program developed can also identify words at or above a predetermined grade level on a list of 9,000 words. A comparison of human versus machine analysis is given. The report concludes that a computer readability service is a practical campus service that could be equally as important as other developmental services. (Author/MKM)

ED 174 986 CS 204 977

Politzer, Robert L. Lewis, Shirley A.

Teacher Workshops, Black English Test for Teachers, and Selected Teaching Behaviors and Their Relation to Pupil Achievement.

Stanford Univ., Calif. Center for Educational Research at Stanford.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Grant-OB-NIE-G-0112
Note-58p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, American English, *Black Dialects, Black Students, Educational Research, *Effective Teaching, Elementary Education, Grade 3, *Language Instruction, Language Usage, Language Variation, *Teacher Behavior, *Teacher Education, Teacher Workshops, Teaching Styles
Identifiers-*Black English

A study was undertaken to confirm previous findings on the relation between teacher performance on the Teacher Test of Black English'' (TTBE), certain teaching behaviors (direct correction, establishing a set, and directly relevant'' teaching), and the achievement of Vernacular Black English speaking students. In addition, the study sought to determine whether workshops about Vernacular Black English would improve teacher performance on the TTBE, their teaching behavior, and pupil achievement. Subjects were 19 teachers and 228 black students. The teachers taught four lessons, two before and two following their assignment to workshops dealing with the TTBE, with successful teaching behaviors, or with pupil cognitive style (the control group). Teacher performance during the lessons was audiotaped and analyzed, while pupil achievement was measured in pretests and posttests. Correlations between the observed teaching behaviors and measures of teaching efficiency indicated some, but not strong, confirmation of previous findings (the positive relation of directly relevant'' teaching to pupil achievement). Positive relation of teacher performance on the TTBE to pupil achievement was also confirmed. Workshop treatment effects on teaching behavior and TTBE performance were moderate; there were no indications of differential effects on pupil achievement. (RL)

ED 175 007 CS 205 042

Monkowski, Paul G. Kelley, Marie E.

The Lincoln Writing Laboratory: A Systems-Based Model for Individual Instruction.

Pub Date-Mar 79

Note-7p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (34th, Detroit, Michigan, March 3-7, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement Gains, *Composition (Literary), Educational Research, *Individualized Instruction, *Learning Laboratories, *Program Evaluation, Secondary Education, Systems Approach, *Writing Skills

An individualized program for teaching writing skills was initiated for high school students in a writing laboratory program. The major goal was to develop a systematic, individualized approach for teaching 300 specific writing skills. Major characteristics of the program included evaluation of student writing to diagnose and prescribe instruction, demonstration of mastery of skills in actual writing, and provision for monitoring retention of writing skills. Analysis of student performance on the STEP (Sequential Tests of Educational Progress) writing test indicated that writing laboratory students made significantly greater gains from pretest to posttest and that the rate of growth was significantly greater than that of control students, suggesting that specific instruction in writing should produce a marked effect on student achievement across time. (Author/TJ)

ED 175 050 CS 205 113

Rhetorical and Communication Theory: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1979 (Vol. 39 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-10p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Athletics, Black Dialects, Cluster Analysis, *Communication (Thought Transfer), *Discourse Analysis, Doctoral Theses, Feminism, Homosexuality, Humor, *Information Theory, Irony, Models, Poetry, Research, *Rhetoric, Rhetorical Criticism, Socialization, Social Relations, *Speech Communication
Identifiers-*Communication Research

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 13 titles deal with the following topics: confessional rhetoric in the poetry of Anne Sexton, rhetorical criticism, the Hippocratic oath, messages communicated through team sports as a medium of social interaction, the silent black language, humor in a lesbian speech community, invention in the Carolingian age, Arthur Schopenhauer, irony, communication and consciousness, the development of concept diffusion models and their application to the diffusion of the social concept of race, the rhetoric of contemporary feminist song, and communication as the vehicle of socialization. (FL)

ED 175 095 EA 011 938

Welzenbach, Lanora, Ed.
Campus Energy Management Projects.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.; EXXON Corp., New York, N.Y.
Pub Date-79
Contract-300-78-0173
Note-60p.
Available from-National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036 ($7.50)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Architectural Elements, Building Improvement, Building Operation, *Cost Effectiveness, Electrical Systems, *Energy Conservation, *Facility Guidelines, Heating, Heat Recovery, Higher Education, Lighting, Mechanical Equipment, *Performance Specifications, *Projects, Utilities, Ventilation

This publication is a compilation of data concerning energy conservation measures at more than 60 colleges and universities in the United States and Canada. The data are presented for the information of all who are interested in the variety of ways in which institutions of higher education are managing energy. Project descriptions are divided into two sections, Projects in Detail'' and Projects in Brief.'' The sections are subdivided into such categories as Building Envelope''; Electrical Systems''; Heating, Ventilation, and Air Conditioning (HVAC) Systems''; Building Operations''; and Utilities Production, Distribution.'' An Index of Institutions'' is provided for those who wish to obtain additional information about the projects. Data appearing in this publication were supplied by the institutions whose projects are presented. Readers are cautioned that correct installation is essential for proper performance of any system, machinery, or component parts. (Author/MLF)

Preparing for the IEP Meeting: A Workshop for Parents.
Council for Exceptional Children, Reston, Va.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.-451BH70089
Pub Date-79
Note-64p.
Available from-The Council for Exceptional Children 1920 Association Drive, Reston, Virginia 22091 ($35.00, includes cassette and filmstrip)
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, Filmstrips, *Handicapped Children, *Individualized Programs, Magnetic Tape Cassettes, Parent Education, *Parent Workshops, *Program Evaluation, *Program Planning

The 2-hour training package is designed to help parents of handicapped children become productive participants at the individualized education program (IEP) conference. The kit contains checklists and other resource materials for appraising the IEP as it is developed. Directions and reproducible materials for workshop participants are included in a guide. A sample invitation to families, suggestions for fact sheets and resource lists, and evaluation forms are also given. A filmstrip introducing basic information about IEPs is part of the package. (SBH)

ED 175 203 EC 120 132

Weisgerber, Robert A. deHaas, Carla

The Potential of Environmental Sensors for Improving the Mobility Performance of Mainstream Blind Students. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.-AIR-60300-10/78-FR
Pub Date-Oct 78
Grant-G007604405
Note-83p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Blind, *Electromechanical Aids, Exceptional Child Research, Higher Education, Secondary Education, *Travel Training, Visually Handicapped, *Visually Handicapped Mobility, Young Adults
Identifiers-*Electronic Travel Aids, *Environmental Sensing Selection Evaluation System

The report describes an effort to develop and test instructional materials, techniques and procedures - ESSETS (environmental sensing, selection, evaluation and training system) - for teaching functionally blind young adults to use electronic travel aids (ETAs). Considered are development of training guidelines, field site selection and instructor training, field tryouts with 16 students, and findings regarding the effects of ETAs on performance. Case studies of two persons are presented to demonstrate different responses to training with the Laser Cane. Among conclusions formed were that the ESSETS materials were workable in the field and that students who participated in the study seemed to find the experience satisfying and were able to accomplish many more tasks successfully with their ETAs than without them. (CL)

Swartz, Stanley L. Wall, Sherrill A.

The Relationship Between Learning Disabilities and Juvenile Delinquency.

Pub Date-Nov 78
Note-27p.; Paper presented at the Annual Conference on Severe Behavior Disorders of Children and Youth (2nd, Arizona State University, Tempe, Arizona, November 16-18, 1978)
Pub Type- Reports - Research (143) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Delinquency, Exceptional Child Research, *Learning Disabilities, Secondary Education, *Social Characteristics, *Social Factors, *Socioeconomic Influences

The paper reviews research on the relationship between learning disabilities (LD) and juvenile delinquency (JD) and reports preliminary results of a study to determine the importance of social class indicators to the LD/JD relationship. Studies investigating rationales of school failure, and susceptibility (of certain behaviors and personality characteristics) are examined, and quantitative and observational studies are discussed. Data on social class indicators related to school achievement and delinquency are analyzed. Reported is a study involving 19 LD high school students and 30 nondisabled students. Results indicated no significant difference between the LD/JD and LD/non JD Ss, suggesting that the two groups are similar in social class. However, significant differences were observed when regular students were compared to LD Ss and to JD Ss. Differences found in occupation, education, and income suggested that the social class status of regular students was not similar to that of other groups. (CL)

ED 174 757 CE 021 349

Lynch, Bonnie L.

Writing Objectives for Health Related Instruction: A Self-Instructional Manual.

Florida Univ., Gainesville. Center for Allied Health Instructional Personnel.

Pub Date-78

Note-30p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Affective Objectives, Autoinstructional Aids, *Behavioral Objectives, Cognitive Objectives, College Instruction, Health Education, *Health Occupations Education, *Independent Study, Postsecondary Education, Psychomotor Objectives, *Teacher Education, *Training Objectives

Designed for instructors or students who will be instructors in health-related occupations, this manual provides basic instruction in writing behavioral objectives. While there is no table of contents, a list of nine objectives on page 4 is a guide to the manual's contents. The objectives state that upon completion of the manual the reader should be able to state the value(s) of using well-defined objectives; differentiate between teacher-centered'' and learner-centered'' objectives; identify the three commonly accepted components of objectives; describe selected formats for stating objectives in a given situation; categorize cognitive behaviors into knowledge, application, and problem-solving levels; identify affective behaviors; identify behaviors which require psychomotor skills; write educational objectives in behavioral terms; and describe how objectives are used in educational programs. The manual contains pre- and post-assessments, questions, and other written exercises the user is expected to complete. A reference list and verb lists for writing educational objectives in the cognitive, psychomotor, and affective domains are included. (LMS)

ED 174 813 CE 022 383

Compilation of Selected Federal Legislation Relating to Employment and Training. Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-79

Note-289p.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Adult Education, Apprenticeships, Economic Opportunities, *Employment, Employment Programs, *Federal Legislation, Handicapped, *Job Training, Older Adults, Postsecondary Education, Secondary Education, Unemployment Insurance, Vocational Education, Work Study Programs, Youth Employment

Identifiers-Comprehensive Employment and Training Act, Economic Opportunity Act 1964, Vocational Education Act 1963, Work Incentive Program

A compilation of fourteen federal laws relating to employment and training is provided. The laws are as follow: Comprehensive Employment and Training Act of 1973, as amended; Full Employment and Balanced Growth Act of 1978 (Humphrey-Hawkins Act); National Apprenticeship Act; Reimbursement for unemployment benefits paid on basis of public service employment, Title II, Part B, Emergency Jobs and Unemployment Assistance Act of 1974; Wagner-Peyser Act; Work Incentive Program, Title IV, Social Security Act; Win Tax Credits, Targeted Job Tax Credit; Youth Conservation Corps Act of 1970; Employment Opportunities for Handicapped Individuals Act; Excerpts from the Economic Opportunity Act of 1964; Older Americans Community Service Employment Act; Youth Employment, Title III, Part F, Elementary and Secondary Act of 1965; Work study programs, Title IV, Part C, Higher Education Act of 1965, and the Vocational Education Act of 1963. (JH)

ED 174 873 CG 013 661

Bean, John P.

Dropouts and Turnover: The Synthesis and Test of a Causal Model of Student Attrition.

Pub Date-Apr 79

Note-54p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Behavior Patterns, *College Attendance, College Students, Critical Path Method, *Dropout Characteristics, Dropout Identification, Higher Education, Interaction Process Analysis, *Sex Differences, *Student Behavior, *Student College Relationship, *Withdrawal

The determinants of student attrition in institutions of higher education were investigated. A causal model was developed which synthesized research findings on turnover in work organizations and on student attrition. Questionnaires were distributed to university freshmen (N 1171). The data was analyzed using multiple regression and path analysis. Findings indicate that female dropouts are not committed to the institution or to attaining a degree, did not do well in high school, do not belong to campus organizations, do not believe that a college education will lead to employment or self-development, perceive an opportunity to transfer, do not find daily life at college repetitive, are not satisfied with being a student, know the social and academic rules of the institution, do not participate in decision making, and do not meet with staff and faculty members informally. The findings also indicate that male dropouts are not committed to the institution, do not have a high university GPA, are satisfied with being students, do not believe that education leads to self-development, find their lives repetitive, do not know the social and academic rules of the institution well, and often live with their parents. (Author)

ED 174 921 CG 013 712

Resnick, Harvey

Consumer Satisfaction: Its Role in the Evaluation of Mental Health Services.

Pub Date-Aug 78

Note-29p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, Comparative Analysis, *Consumer Protection, *Counseling Services, *Counselor Role, *Helping Relationship, Interaction Process Analysis, *Mental Health Clinics, *Participant Satisfaction, Program Evaluation

Specific ways were investigated for using evaluative date generated from two consumer satisfaction surveys in two different mental health settings. The first survey, consisting of 225 randomly selected current consumers of mental health services from Rochester Mental Health Center in Rochester, New York, explored global satisfaction, structural features of the facility (e.g., parking, waiting room), general service (e.g., treatment by those other than therapist) and satisfaction with specific program changes. Results pinpointed specific problem areas, led to staff discussions about reasons for using medication with clients, and examined the relationships between staff and clients. Further consumer data based on termination questionnaires and other instruments completed by students of the University of Rochester Counseling Services were collected in the second survey. Results of this survey indicated that: (1) relative to other types of consumer-provider relationships in the general marketplace, the counseling service area is often viewed by students as the only alternative available, and thus students are not necessarily selecting services on the basis of cost or quality; (2) there is often no direct penalty to the provider if the consumer-student *leaves treatment, which can easily lead to too little or too low a* quality of service; and (3) given the lack of the usual built-in consumer safeguards, the client needs to be involved more directly in the evaluation of services. Comparisons between the two studies revealed that consumer surveys helped to: (1) focus staff concern for neglected areas of consumer experience; (2) create dialogue between staff and administrators for problem identification and solution; (3) provide data for budget and program changes; and (4) provide opportunity for feedback that allowed for personal assessment of service delivery. (Author)

ED 175 161 EA 012 085

Title IX Manual.

Office for Civil Rights (DHEW), Washington, D.C.
Pub Date-Sep 75
Note-73p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Policy, Elementary Secondary Education, *Evaluation Methods, *Federal Legislation, *Federal Regulation, Government Publications, *Law Enforcement, Policy Formation, Preschool Education, *School Law, Sex Discrimination, Sex Fairness
Identifiers-*Title IX Education Amendments 1972

This manual was addressed to all Regional Directors, Education Branch Chiefs, Regional Attorneys, and Elementary and Secondary Education Division Staff of the Office of Civil Rights. Those concerned are directed to follow the manual in the conduct of Title IX or joint Title IX-Title VI/ESAA reviews, as well as in complaint investigations. Although the manual deals with all relevant sections of the final Title IX Regulation, it is expected that supplements and bulletins will be issued as additional experience is acquired in investigating Title IX issues and further policy decisions evolve. Seventeen short chapters deal with specific aspects of the law. In each chapter the relevant section of the law is cited, basic principals are outlined, and the information to be obtained from school administrators is listed. The concluding chapter outlines review procedures and provides instructions about letters of findings, including a sample letter. (Author/MLF)

ED 175 267 FL 010 543

Secondary School Languages: Spanish.
British Columbia Dept. of Education, Victoria.
Pub Date-74
Note-25p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audiolingual Methods, Communicative Competence (Languages), *Course Descriptions, Instructional Aids, *Instructional Materials, *Language Instruction, Literature, Secondary Education, *Second Language Learning, *Spanish, *Textbook Selection
Identifiers-*British Columbia

This curriculum guide outlines three programs for secondary school Spanish instruction, each program covering grades 9, 10, and 11 in British Columbian schools. Each outline specifies basic texts, supplementary readings, and teaching aids. In addition, a very basic outline of a beginner's Spanish 11 is offered, and a Spanish 12 literature course is more fully described. Program objectives are stated and a guide for mandatory implementation is provided. The appended bibliography presents lists of useful realia, periodicals, commercial sources, and recordings. (JB)

A Selected, Annotated Bibliography of Materials for Teaching English to Indo-Chinese Refugee Adults Center for Applied Linguistics, Arlington, Va.

Pub Date-Sep 79
Note-69p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, *Adult Students, Career Development, *English (Second Language), English for Special Purposes, Grammar, *Indochinese, *Instructional Materials, Language Instruction, Pronunciation, Reading Materials, Refugees, Resource Guides, *Resource Materials, Second Language Learning, Textbooks, Vocabulary

This bibliography is designed to provide Americans who are working with Indochinese refugee adults with an idea of what materials are commercially available in the field of teaching English as a second language. Materials were chosen because they have been successfully used with Indochinese refugees over the last three years, or because they have been identified as needed. The focus is on the needs of the adult refugee who is planning employment or vocational training. The annotations refer to materials as being on the beginning, intermediate, or advanced level; this scale refers to ability to speak English and is not the same as level of education. The bibliography includes English as a second language (ESL) texts with emphases on course texts, pronunciation and fluency, readers, writing texts, vocabulary and idioms, grammar practice, ESL tests, and student references. Supplementary materials listed include ESL in specific vocational areas, employment skills, and survival skills. Teacher aids and information on the languages and cultures of the refugees are also covered. (SW)

ED 175 326 HE 011 628

Hammond, Edward H., Ed. Shaffer, Robert H. Ed.
The Legal Foundations of Student Personnel Services in Higher Education.
American Coll. Personnel Association, Washington, D.C.
Pub Date-78
Note-175p.
Available from-APGA Publication Sales, 1607 New Hampshire Avenue, N.W., Washington, DC 20009
Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090) - Reference Materials - Vocabularies/Classifications (134)
Document Not Available from EDRS.
Descriptors-Ancillary Services, *Civil Liberties, Civil Rights Legislation, College Administration, *Constitutional Law, Consumer Protection, Court Litigation, Due Process, Futures (of Society), *Higher Education, Legal Problems, *Legal Responsibility, Privacy, *Student College Relationship, Student Development, *Student Personnel Services, Student Personnel Work, *Student Rights

Legal aspects of the administration of student services are examined from various viewpoints in the 10 chapters of this monograph. In light of the increasing number of legal cases affecting student development work in higher education, it is suggested that approaches different from those of the traditional student personnel relationship are needed. First Amendment issues and legal implications of the Fourth Amendment are discussed. Operational problems for student services are analyzed in several chapters and related to the new legal environment. Future implications and predictions of the legal issues and court involvements that may have an effect on college and university life are also examined. Chapters in the monograph include: The Consumer-Institutional Relationship (Edward H. Hammond); A New Perspective for the First Amendment in Higher Education (T. Richard Mager); An Application of the Privacy Concept to Student Life (William R. Bracewell); The Relationship of Legal Issues and Procedures to Student Development (Elizabeth A. Greenleaf); Legal Aspects of Student Personnel Functions (Gerald E. Tanner); Civil Rights Legislation and Higher Education (Donald R. Moore and Eric R. Jones); Student Disciplinary Proceeding in Collegiate Institutions (E. T. Buchanan, III); The Professional Approach to Student Discipline in the Years Ahead (Robert G. Caruso); Student Personnel Staff Liability (D. Parker Young); and Projections of Future Legal Issues and Developments in Higher Education (Barrie Wight). A brief glossary of legal terms for the student personnel administrator is included. (SF)

ED 175 074 CS 502 614

Kalin, Steve

Access to NRC Records.

Freedom of Information Center, Columbia, Mo.
Report No.-FOI-406
Pub Date-Jul 79
Note-7p.; Appendix may not reproduce due to small type
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Federal Regulation, *Information Services, Information Storage, *Reports
Identifiers-*Nuclear Energy, *Nuclear Regulatory Commission

This report from the Freedom of Information Center outlines the kinds of reports that are available from the Nuclear Regulatory Commission (NRC), including operating, radiological, environmental, licensee events, technical data, inspections, financial statements of facilities, and other licensee reports; and the kinds of information they contain. In addition, the report provides information about where the records are available, other sources of material on nuclear energy issues, and the organization of the NRC. Copies of forms used by the NRC are appended. (TJ)

A Planning Study for the Billerica Human Service Center.

Boston Coll., Chestnut Hill, Mass.
Spons Agency-Merrimack Education Center, Chelmsford, Mass.
Pub Date-Feb 79
Note-204p.; Document prepared by the Social Work Field Team; Sponsored in part by the Greater Lowell Area Strategy Planning Team
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Human Services, *Interagency Coordination, *Interagency Planning, *Program Development, *Social Agencies
Identifiers-*Massachusetts

This document discusses the development and implementation of a multiservice center that could offer a variety of human social services in a single location. The paper focuses on seven components of the center's operation: governance, organizational structure, core services, joint funding, joint planning, joint programming, and evaluation. The problem of service integration in a four-town area of Massachusetts was studied via questionnaires sent to member agencies of the strategy planning team. Results indicated the agencies were committed to the proposed multiservice center. A detailed evaluation and synthesis of the survey is provided in conjunction with socio-demographic data and a resource inventory. A final chapter discusses issues of implementation. (Author/LD)

ED 174 897 CG 013 688

Haskell, Samuel D.

Marital Adjustment Correlates in Young Couples.

Pub Date-29 Mar 79

Note-15p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (25th, New Orleans, Louisiana, March 28-31, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment Problems, Behavior Patterns, *Emotional Response, Life Style, Marital Instability, *Marriage, *Personal Adjustment, *Sex Differences, *Spouses

Identifiers-*Locke Wallace Marital Adjustment Scale

The Locke-Wallace Marital Adjustment Scale was administered to 35 Caucasian, Protestant couples who were married an average of nine years, largely middle class, and lived in Knoxville, Tennessee. Significant correlates of marital adjustment were organized into groups of similar variables. Correlate groups that were the same for the husband and wife included: (1) the couple is emotionally secure (both low in anxiety); (2) the husband is emotionally expressive and the wife is emotionally receptive; (3) the wife is not working and seems to enjoy her housewife status; (4) the husband and wife are religious and somewhat traditional in values, with the wife somewhat quiet and conventional. In addition, the husband's higher socioeconomic status seems to make the wife feel more economically secure and the husband's marital adjustment is positively affected by higher job satisfaction and feelings of future economic security. Sexual intercourse frequency seems to be positively related to the number of siblings the husband and wife had and their continued need for high rates of interaction, and the degree of husband dominance. Results suggest that traditional values concerning sex roles, a high husband's socioeconomic status, emotional expressiveness by a husband, and high couple emotional security all contribute to a couple's marital adjustment. (Author)

ED 174 943 CS 004 924

Kaplan, Bernard

The Influence of Student Transfer on Reading Achievement Scores in Grades One through Five in Selected Elementary Schools.

Pub Date-78

Note-39p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Disadvantaged Youth, Elementary Education, *Ethnic Groups, *Reading Achievement, *Reading Research, *Transfer Students

A study was conducted to ascertain what influence transferring from one school to another had on students from four ethnic groups and on the overall reading achievement scores in ten selected Title I disadvantaged schools over a five-year period. The approximately 700 sixth grade students involved in the study represented Hispanic, Causasian, Asian, and Black ethinc groups. It was hypothesized that students with no record of transfer would show greater reading achievement progress than would transfer students, that the level of reading achievement would increase with the number of years of residence stability, and that students from the four ethnic groups with no record of transfer would show greater reading achievement than would transfer students from the same groups. The cumulative records and reading scores of the students for a five-year period were examined. Transfer and stable groups (ethnic and overall) along with grade level groups were established and compared. The results indicated that reading achievement scores of transfer students, in all four ethnic groups as well as the overall group, showed no statistically significant differences from the stable group; therefore, the transfer students did not influence the total reading achievement scores to a significant degree In general, the transfer students did not show improvement in reading achievement regardless of the number of years in the receiving school. (Tables of data are appended.) (Author/FL)

ED 174 964 CS 004 958

Testing and Evaluation in Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' October 1978 through June 1979 (Vol. 39 Nos. 4 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-20p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cloze Procedure, *Composition (Literary), Doctoral Theses, *Educational Research, Elementary Secondary Education, Higher Education, Reading Ability, *Reading Achievement, *Reading Research, Reading Skills, Spelling, Standardized Tests, *Student Evaluation, *Testing, Test Reliability, Tests, *Test Validity, Test Wiseness, Writing Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 30 titles deal with a variety of topics, including the following: use of short and long passages in informal reading inventories, components in decoding spelling patterns, the psycholinguistic analysis of oral reading miscues and semantic acceptability, assessing reader ability to interpret internal punctuation, test wiseness and performance on standardized reading tests, the validities of selected tests, cloze procedure as a measure of reading/writing performance, oral language proficiency as related to reading readiness, techniques in analyzing a remedial reading program, word boundaries and reading achievement, the effectiveness of cloze tests and informal reading inventories, development of a communicative abilities test for young children, standardization and validation of the Horst Reversals Test, applying generalizability theory to writing assessment, predicting college student reading achievement, developing a reading attitude instrument, identifying and testing essential literal reading skills, the effects of reading test administration and score interpretation on student reading attitudes, the difficulty of comprehension questions in fourth grade reading tests, the assessment of high school student expository writing, measuring writing quality by T-units, assessing freshman composition, and readability formulas applied to college textbooks. (RL)

Roberts, Nancy L.
Riveting for Victory: Women in Magazine Ads in World War II.
Pub Date-Aug 79
Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication (Thought Transfer), *Females, Journalism, *Media Research, *Periodicals, Propaganda, Public Opinion, Sex Discrimination, *Sex Role, Sex Stereotypes, United States History, *Working Women
Identifiers-*Advertising, *World War II

An examination of the portrayal of women in popular magazine advertising from 1942 to 1945 suggests that the mass media played a major role in calling women out of the home and into the factory and machine shop to assist in the war effort. Discouraged from working during the Depression years when jobs were scarce, in the 1940s women were eagerly invited to join the labor force to help mobilize for global war. With Rosie the Riveter'' as their national heroine, wartime magazines proclaimed women's capability to perform almost every kind of theretofore male'' task. With the closing of war industries and the return of job-hungry soldiers, however, the magazines began to tell women to go home. In the late 1940s, popular magazines featured aproned housewives once again content in a completely domestic role. (Author/MKM)

Grover Cleveland School, Boston, Massachusetts. Refurbishment and Status Report.

General Electric Co., Philadelphia, Pa.

Spons Agency-National Technical Information Service (DOC), Springfield, Va.

Pub Date-Apr 77

Contract-E(11-1)-2626

Note-35p.

Available from-National Technical Information Service, Springfield, Virginia 22161 (Order No. COO/2626-77-1; $4.50 paper copy, $3.00 microfiche)

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-*Building Systems, Energy Conservation, *Equipment Maintenance, *Facility Guidelines, *Heating, Heat Recovery, Middle Schools, *School Improvement, Secondary Education, *Solar Radiation

The solar heating system is a retrofit installation on the roof of the Grover Cleveland Middle School in Boston. The system includes 4,600 square feet of flat plate collectors, a 2,000 gallon solar energy storage tank, plus the required structural steel, piping, insulation, pumps, heat exchangers, and controls to heat the air supplied by two rooftop air handlers. The solar heating is supplemented by electrical heating coils in the rooftop units. Some system difficulties developed during the 1974-75 heating season, and in mid-1975, it was recommended that the system be refurbished. Refurbishment of the collectors, main pump, plumbing system, control console, and instrumentation is described. The appendix includes a more detailed description of the control system as it now exists following refurbishment. It also contains a summary of the operating and maintenance procedures for the system. (Author/MLF)

ED 175 184 EC 120 039

Rosenfeld, Anne H.

Mother-Child Home Program. Parent-Child Program Series, Report No. 1.

Family Service Association of Nassau County, Inc., Mineola, N.Y.; State Univ. of New York, Stony Brook.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Child and Family Mental Health.

Pub Date-78

Contract-TOPLD-13691-76

Note-13p.; For related information, see EC 120 040-043

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00842-7)

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Development, Disadvantaged Youth, *Economically Disadvantaged, Emotional Development, *Home Programs, Intellectual Development, Mothers, *Parent Child Relationship, *Parent Education, Parent Influence, Play, Preschool Education, Preschool Programs, Social Development, Toys

Identifiers-*At Risk (for Handicap), *Mother Child Home Program

Part of a series on early childhood demonstration programs designed to improve early parent-child relationships, stimulate positive child development, and prevent later behavior difficulties, the pamphlet describes the Mother-Child Home Program, in which low-income mothers are educated to become more effective developmental guides for their 2 to 4 year old children. The program consists of trained home visitors making twice-weekly visits to the family's home to demonstrate growth-promoting play skills involving specific toys and books designed for the parent and child to use together, and which are provided for the family. These home visits are discussed in detail. Other program aspects covered include staffing (mostly with unpaid volunteers) and facilities and supplies. In a series of followup studies designed to assess the program's impact, it was found that program graduates surpassed untreated children in every measured outcome, including reading and arithmetic achievement, social-emotional competence, and IQ. (DLS)

ED 175 308 HE 011 489

Blakely, B. E.

Alumni Administration at State Colleges and Universities. An Analysis of Current Perspectives and Practices in Alumni Administration: The Results of a National Survey.

Council for Advancement and Support of Education, Washington, D.C.
Pub Date-79
Note-38p.
Available from-Council for Advancement and Support of Education, Suites 530/600, One Dupont Circle, NW, Washington, DC 20036
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Personnel, *Alumni, Alumni Education, *College Graduates, *Fund Raising, Graduate Surveys, Higher Education, Job Satisfaction, National Surveys, *Professional Associations, *Program Administration, Program Development, Publications, Publicize, State Colleges, State Universities, Student Recruitment, Travel
Identifiers-*Alumni Associations, Council for Advancement and Support of Education

In 1978 a national survey was undertaken of the alumni directors at state colleges and universities with enrollments of at least 5,000 students. The questionnaire was designed to provide information on: (1) patterns of work satisfaction among alumni directors; (2) the status of current issues in the conduct of alumni affairs; (3) changes taking place in the structure of alumni programs; and (4) the use of support services provided by the Council for Advancement and Support of Education (CASE). Background data on the respondents and their institutions were also gathered. The survey response rate was 60 percent, with 132 respondents. High levels of work satisfaction were found in opportunities to innovate, working in an academic environment, and job security; low ratings were in opportunities for advancement, salary, and institutional support for alumni operations. Responses showed that there is also a variety of distinct shared concerns and standards in current issues in alumni administration. Certain alumni program components are currently gaining in emphasis in the administrators' programs, notably student recruitment, alumni magazines, face-to-face fund-raising contacts, local and regional clubs, use of fund-raising appeals, constituency programs, alumni trips, surveys of alumni opinion, and telephone solicitation. Other components are gaining less or are being deemphasized. A wide variety of responses were received on the past use and usefulness of CASE services, and on potential areas for CASE activities. (MSE)

ED 174 775 CE 022 113

The Needs Assessment Report for the Formulation of State and Local Career and Vocational Guidance Plans.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jan 79

Grant-G007702132

Note-189p.; Some of the tables in this document will not reproduce well due to small, light print; For related documents see CE 022 112-114

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Administrator Attitudes, Adult Education, *Attitudes, *Career Planning, *Counseling Programs, Counselor Attitudes, Counselors, Elementary Secondary Education, Employer Attitudes, *Guidance Programs, Needs, *Needs Assessment, *Occupational Guidance, Parent Attitudes, Postsecondary Education, Skills, State Surveys, Statewide Planning, Student Attitudes, Teacher Attitudes, Vocational Counseling, Vocational Rehabilitation

Identifiers-West Virginia

The purpose of this needs assessment study was to demonstrate the need for a comprehensive career and vocational guidance and counseling plan in West Virginia. Survey instruments adapted from a number of existing instruments which pertain to career and vocational education and counseling were administered in forty-nine of fifty-five counties. Students, parents, out-of-school youth and adults, postsecondary public school students, college freshmen, and school counselors completed questionnaires on the importance of career and vocational guidance needs and how well these needs were being met. Counselors, school administrators and teachers, and vocational rehabilitative administrators completed forms dealing with current levels of counselor competencies and the importance of these competencies. In addition, ten employers in each county were contacted in order to gain understanding of desirable skills and the attainment of these skills by former students. The major finding of the project was that there exists a need for career and vocational guidance and counseling services throughout the state. Findings support the necessity of developing a state model for comprehensive services to be available to all persons. The needs assessment instruments are included in the appendix. (LRA)

ED 174 794 CE 022 299

Distributive Education and Occupational Work Adjustment. Topic Analysis for Vocational Teacher Education.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date-Sep 78
Note-63p.; Photographs in this document will not reproduce well; For related documents see CE 022 295-300
Available from-Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1885 Neil Avenue, Room 112, Columbus, Ohio 43210
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavioral Objectives, Core Curriculum, Course Content, Curriculum Development, *Disadvantaged Youth, *Distributive Education, Formative Evaluation, Higher Education, *Methods Courses, Preservice Education, *Program Coordination, Summative Evaluation, *Teacher Education Curriculum, Teaching Methods, Teaching Techniques, *Vocational Adjustment, Vocational Education

Six papers on distributive education and occupational work adjustment (OWA) which were presented at a teacher education leadership conference on the development of common core curriculum for vocational education teachers are contained in this booklet. The title and authors are as follow: Methods of Teaching Distributive Education,'' by John Mattingly; Curriculum Development for Distributive Education,'' by Kenneth Green; Coordination Techniques in Distributive Education,'' by John Mattingly and Kenneth Green; Occupational Work Adjustment Coordination and Program Management,'' by James Pinchak; Methods and Techniques in Teaching Disadvantaged Youth,'' by Paul Pulsinelli; and Curriculum Development for Occupational Work Adjustment Programs,'' by James Casey. Each paper generally addresses six primary points of emphasis: (1) need for the proposed course, (2) objectives, (3) content, (4) instructional strategies, (5) evaluation, both formative and summative, and (6) related resources. Appended materials include some of the following: an evaluation form for methods classes, professional competencies for OWA, and excerpts from the Ohio State Plan for Administration of Vocational Education, Revised 1977. (JH)

ED 174 833 CE 022 465

Long, Diana

Legal Secretary Teacher's Guide. Competency Based Education Curriculum Guide.

Radio Corp. of America, Palo Alto, Calif. Education Systems.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date-May 79

Note-349p.; Some example forms in this document will not reproduce well due to small print; For a related document see CE 022 466

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Bookkeeping, Clerical Occupations, Court Reporters, Criterion Referenced Tests, Filing, *Job Skills, Occupational Information, *Office Occupations Education, Office Practice, *Performance Based Education, Postsecondary Education, Receptionists, *Secretaries, Typewriting

This instructor's guide is designed to be used as a reference and as an aid in implementing the companion volume, a competency based curriculum guide to train legal secretaries (legal stenographers, court reporters, or law reporters). Introductory sections describe briefly the methods of identification and validation of job titles and competencies on which the curriculum is based and outline the functions of the developmental committee. An outline of program organization (a list of seventy-nine competencies divided into eight modules, references for the five basic texts, and a fifty-one item equipment list are presented). Major contents consist of an instructor's sheet for each competency; each includes a summary of the equipment needed, a list of instructor responsibilities, and a summary and/or answers to the student criterion evaluation. The eight modules that the competencies are divided into are as follow: (1) occupational information, (2) receptionist duties, (3) clerical duties, (4) bookkeeping duties, (5) filing duties, (6) dictation and typing duties, (7) court documents, and (8) client documents. (LRA)

ED 174 853 CE 022 562

Phelps, L. Allen Batchelor, Laurie J.

Individualized Education Programs (IEPs): A Handbook for Vocational Educators.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-79

Contract-300-78-0032

Note-48p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Programs, *Handicapped Students, *Individualized Instruction, Informal Assessment, Program Development, Program Evaluation, Program Planning, Referral, Student Evaluation, Student Placement, *Vocational Education

An overview of individualized education program (IEP) requirements and procedures and a process model for formulating and implementing IEPs are presented in this handbook which was designed for use by vocational education teachers, administrators, and counselors. The first section briefly discusses IEPs as a central focus of Public Law 94-142, the key concepts of an IEP, cooperative planning in the development and implementation of an IEP, and the levels of IEP development. The second major section outlines the activities that vocational educators engage in at various points in the preparation and implementation of an IEP. Steps in the process model discussed include the following: referral of students, informal data collection, evaluation, sharing assessment information, placement decisions, developing and writing the IEP, implementing and monitoring the IEP, and IEP evaluation. The appendices contain a sample IEP and definitions for thirteen terms related to IEPs. (JH)

ED 175 008 CS 205 044

Warters, Susan
The Writing Process of College Basic Writers.
Pub Date-May 79

Note-13p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *Educational Research, Higher Education, Junior Colleges, *Low Achievers, *Writing Skills
Identifiers-*Composition Process

To develop empirical data relating to the composing process of college basic writers, a study was conducted involving four community college freshmen. Three of the students were basic writers; the fourth was judged by the faculty to have superior writing ability. The study utilized four types of data: interviews with each subject subsequent to each writing assignment, data provided by J. Emig's composing aloud'' method, the written piece itself, and biographical data on each student. It was found that in the preparation stage, no basic writer spent longer than two minutes before writing, and only one student showed evidence of any sort of planning before beginning to write. The basic writers appeared to view writing as a teacher-imposed task to be dispensed with. Once they began writing, they tended to write straight through with no false starts, rejected lines or paragraphs, or major transformations. The first sentence held special significance as it acted as a way of explaining the task to the writers, and no basic writer ever rejected, transposed, or substantially altered the first sentence once it was written. They spent little time on considerations of punctuation, using only the marks they were sure of. Their undeveloped skills made many of their correcting activities futile. Because basic writers have not developed a sense of language intention, their sense of writing is limited and limiting. They have also excluded prewriting influences from their writing. (TJ)

ED 175 051 CS 205 120

MacDonald, Susan Peck
Some Difficulties in Interpreting Writing Growth.

Pub Date-Mar 79
Note-20p.; Paper presented at the Annual Spring Meeting of the North-East Modern Language Association (Hartford, Connecticut, March 29-31, 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *Growth Patterns, Higher Education, *Sentence Combining, Small Classes, *Student Improvement, *Teaching Methods, Writing Exercises

Tentative results from a study of the writing improvement of college freshmen indicate that underlying linguistic competence can be released by exercises that allow students to use what they already know, that syntactic competence increases with maturity, and that complex pedagogic variables contribute to writing growth. Although a number of studies have found that sentence-combining groups display greater writing improvement than control groups, perhaps sentence-combining should be viewed as a helpful device to overcome the effects of large classes, rather than as necessary to improved writing. Gains in syntactic and usage skills may result from very small classes, constant feedback, constant rewriting, and a focus on levels smaller than the essay. (AEA)

ED 175 075 CS 502 616

Shimmin, Harold Noel, Richard C.
Nonverbal Cues to Deception in Children.
Pub Date-Apr 79
Note-15p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Diego, California, April 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Patterns, *Children, Communication Problems, Communication Skills, *Cues, Elementary Education, Grade 2, Grade 3, *Nonverbal Communication, *Paralinguistics, Speech Habits
Identifiers-*Communication Research

The purpose of this study was to investigate nonverbal facial, body, and paralanguage cues to deception in children. A sample of 31 Hispanic and Black second and third grade students were videotaped while playing a color identification that required six honest and six deceptive verbal responses to a randomized stimulus presentation. Frame-by-frame analysis revealed that there were few cues to deception in the facial area, with only a marginally significant main effect for head nodding and no relationship evident for smiling, eye contact, or blinking; that there were no significant cues to deception in the body; and that in the paralanguage area there were more speech disruptions and a greater time duration in making deceitful responses. The results provide little support for the idea that children are relatively transparent in betraying their deception. (Author)

ED 175 096 EA 011 942

Kaiser, Harvey H.

Mortgaging the Future: The Cost of Deferring Maintenance.

Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.

Pub Date-79

Note-66p.

Available from-American Association of Physical Plant Administrators of Universities and Colleges, Eleven Dupont Circle, Suite 250, Washington, D.C. 20036 ($6.00; cash or purchase order)

Pub Type- Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Building Improvement, Building Obsolescence, *Building Operation, *Campus Planning, College Administration, Cost Effectiveness, Energy Conservation, *Facility Guidelines, *Facility Utilization Research, Higher Education, Occupational Information, Organization, Prevention, Resource Allocations, Scheduling, *School Maintenance, Space Utilization

In an effort to stimulate and assist higher education administrators to think and do something about the erosion of buildings taking place on many campuses, this publication serves as a basic overview of the problem. Rising energy costs, continuing inflation, and worsening financial conditions in general only compound the situation that has been estimated to amount to as much as a $35 billion accumulated maintenance deficit. A framework for carrying out the survey of deferred maintenance work is provided and survey guidelines include an example of a maintenance survey organized by class of work and subdivided into priorities. Items to be considered in developing an appropriate presentation for funding deferred maintenance are discussed. The role of the facilities manager is defined. It includes responsibilities involved in identifying goals, establishing an organization to execute work, and adopting policies and procedures to assure a program with a strong sense of accountability. The appendices contain guidelines for evaluating facilities management, examples from three institutions of facility reviews that show work needed and estimated costs, and an analytical approach often used to determine whether a facility should be renovated or replaced. (Author/MLF)

ED 175 204 EC 120 133

Sawicki, Donna

Project L.E.A.R.N.: A Diagnostic & Learning Center for the Learning Disabled. Replication Manual.

Saint Louis County Juvenile Court, Mo.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-78

Note-139p.

Available from-St. Louis County Juvenile Court, 501 South Brentwood, Clayton, Missouri 63105 ($2.00)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Education, *Curriculum, *Delinquency, Family Counseling, Family Role, *Identification, Individualized Programs, Juvenile Courts, *Learning Disabilities, Multiply Handicapped, Program Development, *Student Evaluation, Vocational Education

The report describes Project LEARN, an educational program to identify the learning disabled (LD) youths who become involved with juvenile court and to facilitate their reentry into the educational system. Chapter 1, on the project's theoretical, legal, and agency foundations reviews the LD/JD (juvenile delinquency) link as it relates to program development, cites legal responsibilities for educating the LD child, and discusses the flow of services between the juvenile court and Project LEARN. Referral, assessment, interdisciplinary staffing, and individual education programs are among the topics considered in chapter 2. The academic and vocational curriculum of the educational program are described in a third chapter. Chapter 4, on treatment, addresses such aspects as family therapy, family communication workshops, and adolescent counseling groups. A final chapter reviews project organization, management, research and evaluation. Nearly one-half the document is composed of 18 appendixes, including sample final educational reports and sample project forms. (CL)

ED 175 227 EC 120 262

McIntyre, Curtis W. And Others
Visual Search in Learning Disabled and Hyperactive Boys.
Southern Methodist Univ., Dallas, Tex. Dept. of Psychology.
Pub Date- 79
Note-19p.
Available from-Curtis W. McIntyre, Ph.D., Department of Psychology, Southern Methodist University, Dallas, Texas 75275
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attention, Childhood, Elementary Education, Exceptional Child Research, *Hyperactivity, *Learning Disabilities, Performance Factors

Twelve learning disabled (LD), 12 learning disabled hyperactive (LDH) and 12 hyperactive (H) boys (6-11 years old) participated in an investigation of selective attention. Ss were asked to search for a target letter embedded within an array of noise letters. Two variations were included: one involving a simultaneous search for four possible target letters, the other involving a physical dissimilarity between the target and noise letters. Results indicated that latencies of the LD and LDH Ss were significantly longer than those of control Ss. The latencies of the H Ss were not longer than those of control Ss. Results supported Ross's suggestion that a deficit in selective attention is characteristic of LD Ss but not H Ss. (Author/CL)

ED 175 247 FL 010 441

Gruninger, Yvonne

Journal de classe (A Class Diary). Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin, No. 26.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).

Pub Date-77

Note-10p.

Language-French

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Students, Audiolingual Methods, Audiovisual Instruction, Course Content, *Course Evaluation, *German, Intensive Language Courses, *Language Instruction, Motivation, Postsecondary Education, *Second Language Learning, Student Attitudes, *Student Evaluation of Teacher Performance, *Teaching Methods, Textbook Evaluation

Extracts from a journal kept by a French-speaking adult student in an intensive German language class are presented here. It is a critique of the audio-visual method, texts, teaching techniques, and students' reactions during the two parts of the course at the University of Berne. The extracts deal particularly with a comparison of the texts used in the course: Audio-visuelles Unterrichtswerk - Deutsch I'' (Didier) and Deutsch 2000'' (Max Huber Verlag). Among the conclusions drawn, the following appear to be important: (1) the course owed its success in large part to the instructor; (2) the method may well encourage the student to dive into'' the foreign language environment immediately and to manage quite well in the foreign language; and (3) the method has the practical advantage of distinguishing those who catch on quickly and those who are not likely to succeed. (AMH)

ED 175 268 FL 010 546

Perry, William

Systematic Learning of the English Negation System by a Native Speaker of Polish.

Pub Date-Oct 78
Note-24p.; M.A. Thesis, University of Minnesota
Pub Type- Reports - Research (143) - Dissertations/Theses (040)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Contrastive Linguistics, *English (Second Language), Error Analysis (Language), Grammar, Interference (Language Learning), Language Development, *Language Instruction, Language Research, *Learning Processes, *Negative Forms (Language), *Polish, *Second Language Learning

The English speech of an adult native Polish speaker learning English as a second language was analyzed for the acquisition of the English negation system. The types of errors made appeared to be developmental rather than language transfer errors. There was little trouble with single negation in English which contrasts with multiple negation in Polish. The learner's chief difficulty was his consistent use of don't'' regardless of grammatical person, number, or time reference. The learner's negation system appeared to be developing much like a child's first language system. Not'' was consistently contracted with forms of do'' and never with forms of be.'' In order to facilitate more rapid acquisition of the English negation system by adult learners, it is suggested that the classroom teacher focus the learner's attention on the particle not'' as an optionally contractible part of the negative element. This approach provides the learner with a sense of underlying uniformity in the English negation system. (Author/JB)

ED 174 874 CG 013 662

Solomon, Kenneth

Social Antecedents of Learned Helplessness in the Health Care Setting.

Pub Date-19 Nov 78
Note-20p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, *Counselor Attitudes, *Health Personnel, *Helping Relationship, *Older Adults, Patients (Persons), Perception, *Self Concept, *Social Attitudes
Identifiers-*Learned Helplessness

The literature on attitudes of health workers toward the elderly suggests three variables as contributing to the elderly patient's perception of helplessness in the health care setting. First, the health worker may age-stereotype the elderly person as dependent, low in competence, and unlikely to respond to treatment. Secondly, the disparity in status between the health professional and patient leads to interpersonal distance, and the professional-patient role'' reinforces submissive behavior on the part of the patient. Lastly, in conformity to the sick role'' the older person may relinquish responsibility for his/her actions. The relative prevalence of chronic or disabling health conditions among the elderly make them most vulnerable to the helplessness-engendering conditions of the health care setting. (Author)

ED 174 987 CS 204 979

Hays, Janice

Teaching the Grammar of Discourse.

Pub Date-May 79
Note-30p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)
Pub Type- Guides - Classroom - Teacher (052) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basic Skills, College Freshmen, *Connected Discourse, *Developmental Programs, *Discourse Analysis, Higher Education, Remedial Instruction, *Sentence Combining, Teaching Techniques, *Writing Skills

Ways in which the study of discourse analysis can aid the teacher of basic writing in helping their students to express themselves fluently are explored in this paper. It is noted that remedial writers need to learn to relate abstract ideas to concrete examples and that they seem unable to supply the connections between ideas, especially those of a causal and purposive relationship. Discourse analysis is suggested as a means of providing writers with an understanding of relating assertions and developing them with the emphasis on the writing of better discourse, rather than on the learning of complicated models of analysis. A combination of sentence combining techniques and patterned practice is suggested to teach these relationships. (MKM)

ED 175 162 EA 012 086

Pendergast, David M. And Others

The A.R.C. Workshop: Building Awareness Readiness and Commitment.

Spons Agency-Michigan State Dept. of Education, Lansing.

Pub Date-Apr 79

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Tables 2 and 3 may not reproduce clearly

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, *Inservice Education, Inservice Programs, *Professional Training, *Staff Improvement, *Team Training, *Workshops

Identifiers-*Facilitator Training

This paper discusses the structure and process of an A.R.C. workshop, an innovative approach to inservice training. Following a general introduction, including impacts on workshop participants, the paper details four basic components of a workshop: (1) the opening session, (2) examining readiness for professional development, (3) exploring awareness of factors influencing student learning, and (4) establishing commitment for professional development. An explanation of the workshop conclusion, which involves the administration and scoring of the A.R.C. instrument, follows. The end of the paper explores the theoretical foundations and value assumptions of an A.R.C. workshop as well as the facilitator training program. (Author/LD)

ED 175 289 FL 010 705

Grant, Joseph H Goldsmith, Ross

Bilingual Education and Federal Law: An Overview.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 79
Note-38p.
Available from-Dissemination and Assessment Center for Bilingual Education, Educational Service Center, Region XII, 7703 North Lamar, Austin, Texas 78752
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education, Educational Change, *Educational Policy, Elementary Secondary Education, English (Second Language), *Federal Legislation, *Language of Instruction, Language Programs, Minority Groups, *Non English Speaking, Supreme Court Litigation
Identifiers-*Bilingual Programs, *Lau v Nichols, Limited English Speaking Ability

This report examines the most prominent decisions resulting from the 1974 Supreme Court Lau v. Nichols ruling that public schools cannot ignore the problems faced by students whose native language is other than English. Special attention is focused on the remedies that have been ordered to cure Lau'' violations. The activities of the Office of Civil Rights in formulating and enforcing administrative remedies are also reviewed. The issue of whether a bilingual program is required as a Lau'' remedy and, if so, what form that program must take is explored. The effectiveness of bilingual programs as Lau'' remedies is reviewed in a discussion of potential arguments that might be used by a school district involved in a Lau'' action. (Author/NCR)

ED 174 758 CE 021 358

Development and Research for Comprehensive Community-Based Guidance, Counseling, Placement and Follow-Through Assistance Involving Peer Counseling and Emphasizing Special Needs Groups. Final Report.

Glassboro State Coll., N.J.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date- 78
Grant-G007703028
Note-44p.; Not available in hard copy due to thin, broken type ; Report prepared by the Office of Career Education
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adults, Community Agencies (Public), *Counseling Effectiveness, Job Search Methods, *Occupational Guidance, *Peer Counseling, *Program Evaluation, Self Concept, Tests, *Vocational Counseling
Identifiers-New Jersey

A project was conducted to adapt and apply a model to train counselors in techniques that combine the principles of peer counseling and career counseling. The effectiveness of this model was studied by monitoring the applications of those techniques by the participating counselors in their counseling settings. Thirty counselors participated in a sixteen-week, two-phase training program. The first phase consisted of a series of workshops in which counselors actively experienced the counseling training model with an emphasis on employment skills. The second phase provided staff assistance to counselors as they implemented program concepts into counseling activities. Research focused on the effectiveness of the model on the self-perceptions and the job-seeking skill of clients in the counselors' home setting. Significant outcomes included (1) a training program in peer-counseling and employment-skills servicing to the needs of adult counselors and community-based agencies such as CETA (Comprehensive Employment and Training Act), OIC (Occupational Information Centers), public employment service, etc., (2) better equipped counselors able to deal with clients in group settings; (3) a peer-counseling model based in community agencies that effectively meets the clients' employment-related needs; and (4) an effective peer counseling handbook containing approaches and activities pertinent to the clients' needs. (Pre-test instruments, evaluation forms, and other related project forms are appended.) (Author/BM)

ED 174 814 CE 022 386

Annual Pre-Employment & Placement Conference. PREP: A New Awareness. Conference Report (1st, Springfield, Illinois, Oct. 12-13, 1978).

Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-Oct 78
Note-46p.; The photographs in this document will not reproduce well
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Advisory Committees, Community Resources, Costs, Disadvantaged Youth, Employer Attitudes, Equal Opportunities (Jobs), Guidance Centers, Handicapped Students, *Job Placement, Occupational Guidance, *Placement, Postsecondary Education, *Program Development, *Program Improvement, *Programs, Secondary Education, *Vocational Counseling, Vocational Education

Proceedings are presented of an Illinois Pre-Employment and Placement Conference which had three goals: to encourage policy-level planning by administration to support programs of placement and pre-employment, to develop staff competencies in the wide range of activities required by staff responsible for placement and pre-employment, and to assure continued exchange of new techniques and ideas among those involved in comprehensive placement services. Abstracts of thiry-five presentations given at the conference are presented. Among the topics presented were (1) Pre-Employment and Placement: A Multi-Faceted Partnership; (2) Career Placement: Yesterday, Today, and Tomorrow; (3) Affording Prospective Employees Equal Opportunities in Hiring and Placement; (4) Employer's Views of Using the Postsecondary Placement Office; (5) Illinois Apprenticeship Handbook; (6) Job Development Through Community Resources; (7) Organizing a Statewide Job Placement System; (8) Reaching and Motivating Economically Disadvantaged Students; (9) Career Guidance Centers and How to Use Them; (10) College Placement Operation Costs and Strategies; (11) Effective Use of Advisory Committees; (12) How to Set up a First-Year Placement Program; (13) Placing Handicapped Students; (14) A New Leadership Role for Vocational Education; (15) Obtaining and Using Student Followup Information; and (16) Special Placement Problems of the Community College. (LRA)

ED 175 030 CS 205 076

Cantu, Norma E.

My Excuse-me Tongue'' or a Chicana in the English Classroom.

Pub Date-Apr 79

Note-8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Students, Dropout Prevention, Educational Problems, Elementary Secondary Education, English (Second Language), *English Instruction, Higher Education, Language Usage, *Mexican Americans, Negative Attitudes, Public Speaking, *Self Concept, Spanish Speaking, Student Problems, *Student Teacher Relationship, *Teacher Attitudes

To spur English teachers to change their attitudes and methods in dealing with nonnative English speaking students, this autobiographical account by a Chicana woman describes how English teachers caused her to feel insecurity, frustration, and embarrassment about her use of language. Among the problems the author describes are her suffering at being forbidden to use Spanish, and at being punished when she did so, in elementary school; her shame at being ridiculed by a junior high school English teacher because she and the other Mexican-American students had never heard of Tom Sawyer; her pain in high school at having her oral reports frequently interrupted with pronunciation corrections; her shame in a college public speaking course at having her poor'' English pronunciation corrected in a cruel and humiliating manner; and her continuing apprehension about public speaking. She also describes current episodes showing that similar problems continue to exist for students. The author argues that English instruction creates a negative attitude toward English and that English teachers are responsible for the high dropout rate among Chicanos and Chicanas, and she concludes by urging English teachers to treat students and their native languages with respect while reinforcing the acquisition of English language skills. (GT)

ED 175 140 EA 012 050

Barber, Larry W.
The Conduct of Research in Schools: How to Say No.
Pub Date-Apr 79
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Research, Elementary Secondary Education, *Institutional Research, *Research Needs, School Districts

The purpose of this paper is to examine the need for various classes and types of research in local school districts in collaboration with external researchers. It defines research and then argues the need to support basic research as well as applied research in schools. It provides a few definitions of various types and classes of research to show how knowledge of the differences can influence the types of research a school district might engage in. The paper concludes with suggestions to school districts on how and when to say no to proposed research in their schools and a description of a research review committee. (Author/LD)

ED 175 327 HE 011 629

Brodzinski, Frederick R.
The Future of Student Services: Parameters, Resources, and Consumer Interests.

Pub Date-Oct 78
Note-30p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Ancillary Services, Change Strategies, College Administration, *College Students, Educational Change, Educational Economics, Enrollment Trends, Financial Problems, *Futures (of Society), Higher Education, Program Administration, Resource Allocations, Retrenchment, *Special Services, *Student Personnel Services

Trends and developments that will have an impact on the future of student services and higher education are discussed. The importance of the student services sector in the total higher education enterprise is emphasized. It is suggested that planning and sensitivity to development within the student body are crucial if the student services sector is to anticipate its future and control its environment. New approaches, new programs, and new goals are urged in light of financial restrictions and changing student needs. National trends, community developments, and changes within higher education are cited as factors that will affect the student services branch. Included is a discussion of declining enrollments, rise in adult education programs, declines in employment opportunities for college graduates, loss of political support for higher education, growth of the enrollment of women, and the rise of vocationalism. Specific implications of the changes within higher education are presented and their potential results are discussed. (Author/SF)

ED 174 898 CG 013 689

Jones, William P. Yager, Geoffrey G.

The Effects of Modeling and Instructions on Self-Disclosure of High School Students.

Pub Date-Apr 79
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Disclosure, High School Students, Interpersonal Competence, *Modeling (Psychological), *Reactive Behavior, *Role Models, Secondary Education, *Self Evaluation, Student Attitudes, *Student Behavior

The effects of modeling and instructions on self-disclosure were investigated. High school students (N 54) were presented with a non-disclosing model contrasted with a highly-disclosing model and with a no-model condition, and verbal instructions that either did not elaborate on self-disclosure, described it as a virtue (positive'') or indicated it was an undesirable trait (negative''). Subjects were assigned to one of nine treatment conditions. They listened to the instructions and/or audiotaped model appropriate to their condition and then audiotaped their responses to the identical questions answered by the model. Behavioral ratings of self-disclosure on these audiotapes served as the criterion variable for the study. A 3 X 3 analysis of variance indicated that the level of disclosure of the model affected the subjects' disclosure. The manipulation of the instructions variable indicated increased disclosure for the positive instructional conditions but showed no decrease for the negative condition. (Author)

ED 174 922 CG 013 713

Marini, David C.

The Relationship of Stress Arousal and Stress Prone Personality Traits to Menstrual Distress.

Pub Date-Apr 79
Note-28p.; Paper presented at the National Institute of the American Association of Sex Educators, Counselors and Therapists (12th, Washington, D.C., April 4-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Analysis of Variance, Behavior Patterns, *Females, *Individual Characteristics, *Physiology, *Psychological Characteristics, *Reactive Behavior, *Stress Variables
Identifiers-*Menstruation

The various relationships of stress arousal and stress-prone personality traits to menstrual distress were investigated in order to quantify psychophysiological arousal differences between high and low menstrual distress symptom reporters and examine differences in stress-prone personality traits between high and low menstrual distress symptom reporters. College women (N 50) were blocked into two groups based on menstrual distress symptom prevalence: a high symptom report group (N 26), and a low symptom report group (N 24). Baseline and stress levels of heart rate, respiration rate, muscle tension, skin temperature, and skin resistance were taken on all subjects during the intermenstrual and critical menstrual cycle phases. A battery of stress-prone personality inventories was also administered including trait anxiety, locus of control, and type-A behavior pattern. Comparisons by ANOVA with repeated measures indicated that there were significant differences in baseline levels of heart rate, respiration rate, and skin temperature in women reporting high menstrual distress symptoms. Utilization of ANOVA with repeated measures revealed that heart rate and respiration rate levels were higher in the critical phase of the menstrual cycle, nonspecific to a symptom group. Comparisons by t-tests indicated significant differences in type-A behavior pattern, locus of control, with the high MDS reporters exhibiting more stress-prone traits than low reporters. (Author)

ED 174 944 CS 004 928

Sherwood, Charles

Research in Education; Volume 10, Number 1, November, 1977. Reading and the Elementary School Principal.

Mississippi Univ., University. Bureau of Educational Research.

Pub Date-Nov 77

Note-6p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Collected Works - Serials (022) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Responsibility, Elementary Education, Elementary School Supervisors, *Principals, *Program Administration, Program Evaluation, Program Planning, *Reading Instruction, *Reading Programs, Teacher Education

As the instructional leaders of the schools, principals have both the responsibility and the authority to bring about substantive improvements in their reading programs, their faculties, and ultimately in the reading achievement of the pupils in their charge. For this reason, they should seek constantly to upgrade their ability to supervise school reading programs. Principals can encourage effective reading instruction by being familiar with the strengths and weaknesses of the approaches most generally used to teach reading, including the directed reading lesson plan, the langauge experience approach, individualized reading, the sequential (systems) approach, and the eclectic approach that combines elements of the first four types. Administrative efforts in five specific areas also could produce positive changes in school reading instruction; these areas include improved teacher selection; improved supervision; more inservice training for teachers; more teacher participation in curriculum development and materials selection; and encouragement of teachers to improve their skills through workshops, conferences, and graduate study. (RL)

ED 174 965 CS 004 959

Clary, Linda Mixon
Spreading the Good News.
Pub Date- 78
Note-9p.; Guide prepared at Augusta College
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Publicize, *Public Opinion, *Public Relations, *Reading, *School Community Relationship

Reading teachers and the field of reading have received much criticism because the public believes that children are not being taught to read. Some suggestions for letting the public know what children are learning include: using word of mouth; having frequent school visitations; using PTA meetings to advantage; seeking volunteers; inviting press coverage of reading projects; making public exhibits; establishing a speaker's bureau; making a presentation for a broadcast talk show, getting parents turned on to reading; working with public libraries; inviting critics to a meal and showing them what is happening; developing a brief, positive slogan for radio spots; finding sponsors in the community to donate their products; devising contests; publishing a newsletter; sending notes home; organizing a teacher buddy system to give relief to teachers and to help with simple jobs; arranging seminars for parents and community members; organizing a telephone campaign to publicize a few major good characteristics of the reading program; and having tee shirts made with reading slogans. (TJ)

ED 174 988 CS 204 980

Kroll, Barry M.

Adapting a Composition to the Audience: The Development of Referential Communication Skills.

Pub Date-Apr 79
Note-18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnescta, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), Communication Problems, *Communication Skills, Communicative Competence (Languages), *Composition (Literary), Elementary Secondary Education, Verbal Communication, *Writing Skills
Identifiers-*Audience Awareness, *Communication Research

Student writers must be aware of the limits and needs of their readers if they are to transmit messages with clarity and precision. Psychological research in referential communication and the development of social-cognitive skills supports the theory that a writer's egocentrism and audience awareness affect composition. At the high school and college levels, student writers appear to experience difficulties when adapting referential discourse to an audience because of three basic failures: (1) to take the needs and abilities of the reader into account; (2) to consistently maintain the reader's perspective; (3) to apply strategies for analyzing audience needs in a specific situation. Teachers of speech communication are familiar with techniques of audience analysis, and composition teachers could modify some of their suggestions for the writing class. Developmental research will continue to play an increasingly important role in shaping conceptions of how people learn to communicate in writing. (AEA)

ED 175 052 CS 205 122

Hayes, Rexine M.
The Student Writer.
Oregon State Dept. of Education, Salem.
Pub Date-Jun 79
Note-37p.
Available from-Documents Clerk, Oregon Department of Education, 942 Lancaster Drive Northeast, Salem, Oregon 97310 (no price quoted)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Composition (Literary), *Creative Writing, Language Arts, Secondary Education, Teaching Techniques, *Writing, *Writing Skills

Addressed to junior and senior high school students, this beginning guide for writing speeches, research papers, and book reports outlines the processes of selecting a subject, organizing material and ideas, and beginning and ending a writing assignment. Offered as a supplement to classroom writing instruction, the guide assumes parental cooperation and involvement and suggests methods to stimulate creative thinking. (AEA)

ED 175 118 EA 012 025

Strober, Myra H. Best, Laura

The Female/Male Salary Differential in Public Schools: Some Lessons from San Francisco, 1879. Program Report No. 79-B7.

Stanford Univ., Calif. Center for Educational Research at Stanford.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-38p.; Tables 1 and 2 may not reproduce clearly
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, Females, Males, Public Schools, *Salary Differentials, *School Personnel, *Sex Discrimination, *Sex Fairness, Sex Stereotypes
Identifiers-*San Francisco

This paper develops a theory of sex differences in the earnings of school personnel, with emphasis on the role of labor market segmentation. Several aspects of the theory are then tested using data for the San Francisco school system in 1879. Section 1 develops a theory of sex differences in the earnings of school personnel. Section 2 discusses the data, the specification of the model, and the regression results. In section 3, the results are used to analyze the components of the female/male salary ratio. The concluding section summarizes the work and briefly compares the labor market in the study with labor markets in public education today. Results of the study showed the importance that labor market segmentation can have in determining the sex salary differential. (Author/LD)

ED 175 185 EC 120 040

Rosenfeld, Anne H.

Cultural Enrichment by Means of a Toy Library. Parent-Child Program Series, Report No. 2.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Child and Family Mental Health.

Pub Date-78

Contract-TOPLD-13691-76

Note-14p.; For related information, see EC 120 039-043

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00844-3)

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Development, Child Development Centers, Disadvantaged Youth, *Economically Disadvantaged, Emotional Development, Intellectual Development, Libraries, Parent Child Relationship, *Parent Education, Parent Influence, Preschool Education, *Preschool Programs, Social Development, *Special Libraries, *Toys

Identifiers-At Risk (for Handicap), *Toy Libraries

Part of a series on early childhood demonstration programs designed to improve early parent-child relationships, stimulate positive child development, and prevent later behavior difficulties, the pamphlet describes a Toy Library project for low-income families in Washington, D.C., which, in addition to loaning books and toys, offers a wide range of child development services and activities. Toys loaned are designed for three separate age groups: infants, toddlers, and 3 to 5 year olds. Among the activities offered are such things as afternoon workshops for parents and their children, first aid courses, cooking demonstrations. and films and discussions on early child stimulation and family health. Other program aspects discussed include staffing (a head librarian, a library assistant, a library aide, and two volunteers) and supplies and facilities. A study of the program's impact indicated appreciable changes in the participating children's behavior, such as better speech, more interest in reading, and greater curiosity. (DLS)

ED 175 228 EC 120 263

Black, Rebecca Mayer, Joseph

An Investigation of the Relationship Between Substance Abuse and Child Abuse and Neglect.

Washingtonian Center for Addictions, Boston, Mass.
Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
Pub Date- 79
Grant-90-C-427
Note-101p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Alcoholism, *Child Abuse, Demography, *Drug Addiction, Exceptional Child Research, *Family Characteristics, Incidence, *Neglected Children

Research on the role of alcoholism and opiate addiction in child abuse and neglect is reviewed, and a study of the adequacy of child care in families of 200 alcohol or opiate addicted parents is reported. Demographic data is included, and incidence and characteristics of physical and sexual abuse and neglect are reported. Sex of the addicted parent distinguished between families in which there is no maltreatment, as did availability of financial and social supports. Among summary notes listed are the conclusions that most alcoholic or opiate addicted parents did not physically or sexually abuse their children; 42% of the addicted parents had been recipients of physical abuse during childhood; children were neglected in all families with addicted parents, although in most instances the neglect was considered mild; and despite differences in demographic and socioeconomic characteristics, children were abused or neglected equally often in families with an alcoholic or opiate addicted parent. (CL)

Trade and Industrial Education. Topic Analysis for Vocational Teacher Education.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date-Sep 79
Note-56p.; Photographs in this document will not reproduce well; For related documents see CE 022 295-300
Available from-Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1885 Neil Avenue, Room 112, Columbus, Ohio 43210
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Core Curriculum, Course Content, Followup Studies, Higher Education, *Methods Courses, Program Coordination, *School Industry Relationship, *Teacher Education Curriculum, *Trade and Industrial Education, Vocational Education, *Workshops

Three papers on Trade and Industrial Education which were presented at a teacher education leadership conference on the development of common core curriculum for vocational teacher education are contained in this booklet. The title and authors are as follow: The Followup Workshop,'' by D. L. Karr; A Course in Teaching Methods and Techniques,'' by David Hufford; and Educational-Industrial Coordination: A Dual Approach,'' by Don Scott. Each paper generally addresses six primary points of emphasis: (1) need for the proposed course, (2) objectives, (3) content, (4) instructional strategies, (5) evaluation, both formative and summative, and (6) related resources. (JH)

ED 174 854 CE 022 563

Verheyden-Hilliard, Mary Ellen

Reducing Sex Stereotyping in Career Education: Some Promising Approaches to Persistent Problems.

Verheyden & Associates, Washington, D.C.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Jun 79

Note-84p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Career Education, *Educational Improvement, *Educational Strategies, Elementary Secondary Education, Guidelines, *Sex Discrimination, *Sex Fairness, *Sex Stereotypes

This document reports the findings of a study undertaken to gather information about successful project approaches to the reduction of sex-role stereotyping in career education, K-12. (The study included for review all of the projects aimed at reducing sex-role stereotyping in career education which were directly funded by the Office of Career Education during its first three funding cycles, 1975-1977. Additional projects were selected for review from other federal and non-federal agencies.) The projects which are included in this document were selected because each offers in one or more of its approaches ideas of value to the practitioner and because analysis of their problems,'' if there were any, provides insight on how to develop promising approaches to sex fair career education. This document is divided into three sections. Section 1 provides a state of the art review on the topic of sex equity and career education. Section 2 describes some general approaches to persistent problems, such as achieving equity in the classroom environment, involvement of parents, developing career education materials, and compiling a bibliography or resource list The last section contains descriptions of thirty projects which can assist career educators in their attempts to reduce sex-role stereotyping. The description of each project includes the following elements: name and address of contact person; materials produced and/or available; abstract of project activities; setting; target population; and funding source. (BM)

ED 175 009 CS 205 045

Bailey, Richard W. And Others

Measuring Student Writing Ability.

Pub Date-May 79
Note-19p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Freshmen, *Composition (Literary), *Course Evaluation, *Educational Research, *English Instruction, Higher Education, Program Development, *Student Improvement, *Writing Skills

As part of the development of a university-wide writing program at the University of Michigan, a study was undertaken to judge the effectiveness of various composition courses. A pretest consisting of a writing sample was given to 3,913 entering students and evaluated. Students were then assigned to a regular composition class, to a tutorial composition course, to a writing workshop or to a combination of two of these. Some students were exempted from the composition requirement. A second assessment of 398 students was undertaken after the first semester of study. The results showed that the mean score for the entire group increased, the number of students in the lowest categories fell by half, and the number of students in the two highest categories increased by nearly three times. Of the 13 subgroups of students representing various options that might foster the improvement of writing, all but three improved significantly, including those taking the standard freshman course and those who postponed electing composition to the term following the study. Those students identified through the initial assessment as needing special help improved their scores by nearly 40%, more than double the improvement shown by any other group studied. Linguistic correlates of writing ability showed that the best papers differed from the worst in number of different words used, length of essay, repeat rate of function words, and proportion of words occurring once. (TJ)

ED 175 076 CS 502 618

Garrison, Karen R. Garrison, John P.

Elementary Teachers' Perceptions of Communication Apprehension among Their Students: A Research Note.

Pub Date-May 79

Note-17p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Anxiety, Children, *Communication Problems, *Educational Research, Elementary Education, *Evaluation Methods, Grade 4, Grade 5, Grade 6, *Identification, *Teaching Skills

Identifiers-*Communication Apprehension

A study was undertaken to investigate the relationship between 38 teachers' perceptions of students' oral communication apprehension, and 776 fourth, fifth, and sixth grade students' self-reports of communication apprehension. The teachers listed the four most apprehensive and the four least apprehensive students in their classrooms, then administered a modified version of the Measure of Elementary Communication Apprehension (MECA) to all of their students. Results indicated a moderate, positive relationship between teacher rankings and student scores on the MECA. (Author/RL)

ED 175 141 EA 012 051

Barber, Larry W.

A Local Education Agency's Approach to the Protection of Human Subjects in Educational Research and Development.

Pub Date-Apr 79

Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in paper copy due to light print of appendices

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Disclosure, *Educational Research, Elementary Secondary Education, School Districts, *Student Records

Identifiers-*Family Educational Rights and Privacy Act 1974

The author of this paper contends that, since the inception of the Family Privacy Act of 1974, basic educational research has become stifled by the law, and by the policies and procedures enforced by public schools. He defines basic research as that which attempts to discover the underlying principles governing fact or truth in learning or human behavior. Local educators and politicians often opt for field investigation studies to assist them in decision-making. The result is less sympathy for the generation of funds to support basic educational research. The paper suggests collaboration between school-based and university-based researchers as a partial solution to the problem. Additional suggestions are for more emphasis on research in educational administration training programs and for interpretation of the results of research to local and state education agencies. Other topics discussed in this paper include the cost of conducting research and the establishment of a research review committee. (Author/LD)

ED 175 163 EA 012 087

Hess, Fritz

Board-Administration Relationships: A Key to Public School Governance.

Pub Date-27 Sep 79

Note-61p.; Prepared for the New York State Council of School District Administrators Annual Meeting

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Administrative Personnel, *Board Administrator Relationship, *Boards of Education, Elementary Secondary Education, *Governance, *Models, Public Schools, *Systems Approach

This document explores the relationship between school boards and administrations, with the purpose of gaining insight about both the history and the future of public schools. First it discusses the history of their relationship up to the present time when the two bodies function as rough equals. Next it summarizes various models of board-superintendent relationships. Approaches that concentrate on the types of procedures employed, such as the harmony and pluralistic models, contrast with those that focus on particular loci of power, such as the administrative leadership model. Viewpoints that emphasize the environment in which school administration works the systems model contrast with those that focus on the actual institution involved, such as the harmony, pluralistic, and administrative leadership approaches. The final section of the paper discusses influences such as adaptation, trust, and respect that can aid in the development of continuity. The paper concludes that an analysis of these topics can produce important perspectives on the workings of public school governance as well as form the basis for more comprehensive research. (Author/LD)

ED 175 205 EC 120 134

Tobin, M. J.

An Introduction to the Psychological and Educational Assessment of Blind and Partially Sighted Children.

Birmingham Univ. (England). Research Centre for the Education of the Visually Handicapped.

Pub Date-78

Note-16p.; Published by the British Psychological Society, Division of Educational Child Psychology in ''Occasional Papers''; Print may be faint on some pages due to variable quality of print in the original document

Journal Cit-Occasional Papers; v2 n11 p9-17

Pub Type- Guides - Classroom - Teacher (052) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Blind, Elementary Secondary Education, Evaluation Methods, Partially Sighted, Preschool Education, Psychological Tests, *Standardized Tests, *Student Evaluation, *Tests, *Visually Handicapped

Designed for educational psychologists, the paper discusses the range of tests used for assessing visually handicapped children. Specific tests used in Britain for preschool children (including the Williams Intelligence Test for Children with Defective Vision and the Social Maturity Scale for Blind Pre-school Children) and for school aged children (including the Barraga Visual Efficiency Scale and the Look and Think Checklist) are analyzed. Problems with standardized intelligence tests and psychological measures are examined. Tests for assessing tactual reading skills and mathematics skills by visually handicapped children are recommended. Visual acuity and age of onset of visual impairment are explained to be important variables in assessment of the visually handicapped. (CL)

ED 175 248 FL 010 447

Vaucher, Marius

Le cours d'anglais de l'Ecole des Hautes Etudes Commerciales de Lausanne est devenu un cours pluridisciplinaire (The English Course in the School for Higher Business Studies in Lausanne Has Become a Multidisciplinary Course). Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin, No. 25.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).

Pub Date-77

Note-5p.

Language-French

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Business Communication, *Business Education, Communication Skills, *Communicative Competence (Languages), Conversational Language Courses, English (Second Language), *English for Special Purposes, Group Discussion, *Interdisciplinary Approach, Language Instruction, Language Laboratories, Language Proficiency, Languages for Special Purposes, Language Skills, Postsecondary Education, Second Language Learning, Skill Development, Speech Communication, *Teaching Methods

From the beginning, a major preoccupation of the business English course described here has been to respond to students' needs concerning programs of study as well as their future professional needs. Accordingly, these principles basic to all teaching procedures were adopted: (1) the material being learned must be put into practice; (2) such practice must be done as a group; and (3) the context must be that of real situations in the business world. To implement these principles and to provide the opportunity for systematic practice in grammar and vocabulary, an active communication method was chosen and the conference language laboratory became the principal teaching tool. The technique included five phases: (1) oral and written communication of information; (2) comprehension and analysis of the vocabulary; (3) reports on the text; (4) the critical commentary; and (5) debate. The multidisciplinary characteristics of the course are evident from this teaching procedure because the content and the language of instruction are so closely linked. In addition, two advantages are evident: student motivation is reinforced and memorization is aided because the situations are based on reality. The teaching of writing follows and completes the oral component. (AMH)

ED 175 269 FL 010 550

Pipyn, Michel

Caribou: mon pays blanc. Serie: Villes Franco-Americaines de la Nouvelle - Angleterre (Caribou, My Snowy Country. Collection: French-American Cities of New England, Vol. 2).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-75p.; Color slides and a cassette recording of the text are also availabe; Many photographs will not reproduce well
Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.00)
Language-French
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Bilingual Education, *Cultural Awareness, Cultural Background, Cultural Education, Elementary Education, Ethnic Groups, Ethnicity, *French, *Language Instruction, Reading Instruction, *Reading Materials, *Second Language Learning, *Social Studies
Identifiers-Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *Maine, New England

This text is the second in a series of materials dealing with cities in New England having a distinct Franco-American presence. The text and supporting audio-visual materials present an overview of the city of Caribou, Maine, as seen through the eyes of its people. Its primary objective is to provide up-to-date, culturally valid Franco-American social studies material that is easily read by elementary grade students. Target students for this material are those presently at a minimum of third grade French reading ability (bilingual), or those presently in seventh-eighth grade. The text is illustrated with black and white photographs. (Author/AMH)

ED 175 309 HE 011 496

Lindquist, Victor R. Cooke, Helen S.

A Survey Report on College Placement Offices.

Midwest Coll. Placement Association, St. Paul, Minn.
Pub Date-78
Note-14p.
Pub Type- Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Personnel, Budgets, *College Placement, College Students, Employment, *Employment Counselors, Higher Education, Institutional Characteristics, *Job Placement, *Job Satisfaction, Occupational Guidance, Recruitment, Salaries, Statistical Surveys, Student Employment, Student Personnel Services, *Student Personnel Workers, *Student Placement, Work Experience

Three bi-annual surveys of college placement officials conducted since 1974 have revealed a number of positive trends in the profession. Trends in salaries, educational and work experience backgrounds, and concerns of placement officials are discussed briefly. Summary data collected in each of the three surveys are presented for each of the following areas: type of institution represented; designated title of college placement officers; faculty rank and tenure; office to which the chief placement officer reports; highest degree held by placement officers; full-time enrollment on the campus; factors relating to organization and administration of the placement office; years of experience in placement; years of experience other than placement; salaries of placement officers; number of registrants using the placement officer annually with relationship to the salary of the chief placement officer; salaries of directors in relation to enrollment; salary of placement officers as related to years of experience in placement; and ratio of registrants to professional members of the placement staff. Answers to each of the following questions are summarized for each of the three surveys: (1) How would you describe the students you are working with today? (2) What do you consider to be your biggest problem in placement? (3) How would you describe the attitude of your college's administration toward your office? (4) What happened to your budget in the last year? (5) Are the recruiters coming to your office well-prepared? and (6) What kind of a placement year have you had? (SC)

ED 174 776 CE 022 114

The Comprehensive Community Career and Vocational Guidance and Counseling Model.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Grant-G007702132
Note-197p.; Not available in hard copy due to light type; For related documents see CE 022 112-113
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Agency Role, *Career Planning, Community Agencies (Public), Community Cooperation, *Community Programs, *Counseling Programs, Elementary Secondary Education, Guidance Counseling, *Guidance Programs, Interagency Cooperation, *Occupational Guidance, Postsecondary Education, School Community Relationship, Self Concept, Vocational Counseling
Identifiers-West Virginia

A model is presented which is intended to serve as a reference and provide guidelines for the establishment of community based vocational guidance and counseling programs in West Virginia. The first of six sections identifies and expands four components of the program: self-understanding, decision making, environmental awareness, and job enhancement skill development. Section 2 presents competencies necessary for a person to successfully function as a community agent. Six organization and management functions and ten provision-of-service functions are formulated in the third section. The fourth section discusses the interagency cooperation required for success of the entire model, noting personnel and responsibilities of public schools, vocational-technical schools, colleges, rehabilitative services, federal program, social and service organizations, employer and business groups, etc. A discussion of expected programs for the respective target populations (elementary, secondary, postsecondary, out-of-school youth, adult education, and other adult programs) is presented in section 5. The final section develops the summarized community career and vocational guidance model. The appendices include (1) explanations for the use and interpretation of the overview charts and their relationship to the model and (2) implementation strategies for the model. (LRA)

ED 174 834 CE 022 466

Legal Secretary Student Material. Competency Based Education Curriculum.
Radio Corp. of America, Palo Alto, Calif. Education Systems.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.
Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Pub Date-May 79
Note-472p.; For a related document see CE 022 465
Pub Type- Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Bookkeeping, Clerical Occupations, Court Reporters, Criterion Referenced Tests, Filing, *Job Skills, Learning Activities, Occupational Information, *Office Occupations Education, Office Practice, *Performance Based Education, Postsecondary Education, Receptionists, *Secretaries, Typewriting
Identifiers-West Virginia

This student manual is part of the competency based education curriculum for students training to be a legal secretary (or a legal stenographer, court reporter, or law reporter). The manual contains learning modules in eight areas: (1) occupational information, (2) receptionist duties, (3) clerical duties, (4) bookkeeping duties, (5) filing duties, (6) dictation and typing duties, (7) court documents, and (8) client documents. Within each module students are provided competency sheets (seventy-nine job competencies in all) and student handouts. Each competency sheet contains a competency statement, a performance objective, list of learning activities with references, and a criterion evaluation. Handout sheets contain information and practice exercises. The companion teacher's guide is available separately (see note). (LRA)

ED 174 875 CG 013 663

Abernathy, Thomas J., Jr.

The Development of Family Policy in Canada.

Pub Date-78

Note-18p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns, Family (Sociological Unit), Family Attitudes, *Family Life, *Federal Legislation, Foreign Countries, *Government Role, Legal Problems, *Policy Formation, Public Policy, *Social Attitudes

Identifiers-*Canada

Understanding the family life behavior of any society requires understanding its family policy. This involves knowing the history of that policy, what it was intended to accomplish, how it was put into practice, and its consequences. The relationship between family policy and behavior was investigated by examining the experience of Canadian law with regard to marriage, bigamy, child neglect, birth control, abortion and family allowances. It shows that policy may be designed to accomplish a variety of purposes, and that the effects are not always what might have been expected. Discrepancies between policy and societal attitudes and behaviors result from difficulty in: (1) determining whether policy is formed from law or from general usage; (2) identifing reasons for the creation, maintenance, and change of that policy; and (3) realistically expecting legislation to be a major influence on family life behaviors. (Author)

ED 175 053 CS 205 123

Rhetoric and Public Address: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1979 (Vol. 39 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-17p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication (Thought Transfer), Content Analysis, Doctoral Theses, Feminism, Foreign Policy, Minority Groups, Nonverbal Communication, Politics, Public Officials, *Public Speaking, *Rhetoric, *Rhetorical Criticism, *Speech Communication, United States History, *Verbal Communication

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 26 titles deal with the following topics: United States Presidential rhetoric; the public speaking of David O. McKay; rhetorical analyses of the crisis in Northern Ireland, of the Americanization of the Zionist movement from 1896 to 1918, and of Julia S. Tutwiler's speeches; enthymeme and metaphor in the rhetoric of the restoration movement in the United States, 1800 to 1830; a rhetorical study of legislative hearings; a rhetorical-humanistic analysis of the relationship between First Ladies and the way women find a place in society; the rhetorical strategies of Margaret Sanger, of Benjamin Elijah Mays, and of Meir Kahane and the Jewish Defense League; Richard M. Weaver's unpublished works; a rhetorical evaluation of the 1976 Democratic convention keynote addresses; the Reverend Ian R.K. Paisley and status quo discourse; the speeches of William L. Garrison; the rhetoric of the United States space program in the Eisenhower years; the public controversy over the Panama Canal treaties; a dramatistic examination of an organization's changing image; Cesar Chavez's nonverbal communication and nonviolence, and public opinion; the rhetorical vision of the Christian Science Monitor,'' 1898 to 1910; a rhetorical study of Lew Sarett; a symbolic analysis of the print image of Henry Kissinger; and the rhetoric of radical feminism. (FL)

ED 175 097 EA 011 981

Warden, John W. And Others

Process Perspectives: Community Education As Process.

Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.

Spons Agency-Mott (C.S.) Foundation, Flint, Mich.

Pub Date-79

Note-95p.

Available from-Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903 ($4.95; quantity discounts; 10% added for shipping on billed orders; make checks payable to University of Virginia'')

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Citizens Councils, Community Development, *Community Education, Community Involvement, Community Problems, Human Development, Political Power, Problem Solving, Social Development

Identifiers-*Process Orientation

The purpose of this collection of papers is to define and explain the concept of process orientation, especially as applied to community education. The major presentation begins by tracing the central importance of process orientation through a review of literature within community education. Then a variety of different perspectives on process orientation from related fields and disciplines is explored. A typology of process perspectives based on different value frameworks is offered as a reference point. This includes process orientation as procedure, as problem solving, as power, and as psychological and social development. Finally, at the end of the major presentation, community education and several developmental dimensions associated with a process orientation are discussed. The publication concludes with reaction papers by Susan J. Baillie, Jack D. Minzey, Everette E. Nance, Steve R. Parson, David A. Santellanes, and Terry A. Schwartz. (Author/JM)

ED 175 290 FL 010 723

Larsen-Freeman, Diane Strom, Virginia

The Construction of a Second Language Acquisition Index of Development.

Pub Date-77

Note-13p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Rating, College Students, Communicative Competence (Languages), *Composition (Literary), *English (Second Language), *Error Analysis (Language), Grammar, Language Development, Language Proficiency, Language Research, Rating Scales, *Second Language Learning, Sentences, *Writing Skills

Compositions written by 48 university students of English as a Second Language (ESL) were examined as a step in the development of an index for proficiency in a second language. A feature analysis of the compositions revealed the following tendencies: (1) syntactic sophistication and tense usage improved as proficiency increased, (2) errors in morphology decreased between the fair'' and excellent'' levels, (3) prepositions were a consistent problem throughout all five levels, and (4) the number of errors in articles first increased and then decreased as the quality of the compositions improved. An analysis based on the relationship between features and length of composition produced the following results: average number of words per composition increased with proficiency, and the variance in number of words per sentence from one level to another, while striking, did not show a clear trend across levels of proficiency. Finally, the average number of error-free sentences increased significantly as proficiency level increased. (JB)

Brant, Lynn

Attitudinal Barriers to Responsive Vocational Education for Handicapped Students. Information Analysis Paper No. 161.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-300-78-0032

Note-46p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Access to Education, Administrator Attitudes, *Attitudes, Counselor Attitudes, Employer Attitudes, *Handicapped Students, *Intervention, Mainstreaming, Parent Attitudes, *Programing Problems, Social Relations, Teacher Attitudes, Trend Analysis, *Vocational Education

Identifiers-Information Analysis

A study was conducted to review and synthesize the research literature dealing with attitudes toward handicapped persons in educational settings. The aim was to identify the conditions existing in vocational education which lessen receptivity on the part of teachers, counselors, and local administrators toward handicapped students entering programs. It was found that negative attitudes contain cognitive and affective dimensions which may be manifested differently. It was also found that the most effective intervention strategies which may be aimed at those attitude dimensions are information approaches and social contact approaches, respectively. Further, it is probably the affective dimensions of negative attitudes toward the handicapped that are most fundamental, and the design of social contact interventions appears to have much potential for attitudinal change. (Author/JH)

ED 174 899 CG 013 690

Licata, Joseph W.
Student Brinkmanship: Some Field Observations, Findings and Questions.
Pub Date-9 Apr 79
Note-43p.; Paper presented at the Annual Meeting of the American Educational Research Assocaition (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Assertiveness, *Behavior Patterns, *Classroom Environment, Field Studies, Secondary Education, Secondary School Students, Social Structure, *Student Behavior, *Student School Relationship, *Student Teacher Relationship
Identifiers-*Brinkmanship, Participant Observation

The relationship between student brinkmanship, defined as an assertive student behavior which attempts to challenge school authority while avoiding negative sanctions, and classroom social structure in five secondary school classrooms was investigated through a field study. Subjects were 185 students in a small rural high school in Georgia. Participant observers for the study were the researcher, the school's principal, and the school's reading supervisor, who observed six classes rated as either relatively low or high in robustness, i.e., interesting, challenging, and meaningful. Rated as low robustness or routinized classes were a ninth-grade history class, an eleventh-grade English class, and a beginning typing class, while the high robustness classes were a twelfth-grade physics class, a ninth-grade physical education class, and an eithth-grade English class. Results indicated that: (1) positive rapport between students and teacher, low levels of routinization, and moderate to high levels of teacher legitimacy led to infrequent student brinkmanship; (2) low rapport and teacher legitimacy reduced class effectiveness and efficiency and led to student hostility and institutional sabotage; and (3) low rapport between students and teachers, low teacher legitimacy and low degrees of routinization led to all forms of student brinkmanship. (HLM)

ED 174 923 CG 013 714

Faherty, John K.

Effects Attributable To Counselor-Client Sex Differences: Perspectives on Sex-Fair Counseling.

Pub Date- 78

Note-26p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bias, *Counselors, *Helping Relationship, Interaction Process Analysis, Sex Discrimination, Sex Fairness, *Sex Stereotypes, *Social Factors

Identifiers-*Counselor Client Relationship

This review of the literature on effects attributable to the sex variable in counselor-client interactions is designed to identify situational and contextual factors which may be detrimental in establishing and maintaining the counselor-client relationship as well as provide understanding and assistance in alleviating attitudinal and behavioral dispositions on the part of both counselors and clients. The materials reviewed address the following areas of concern: (1) differences in male and female behavior; (2) sex role stereotypes; (3) sex bias effects due to stereotypes held by counselors and clients; and (4) the effects of sex bias on vocational counseling. A comprehensive bibliography is also provided. (Author/HLM)

ED 174 945 CS 004 929

Whaley, Charles R.

Reading: May the Force Return to Us!

Pub Date- 78

Note-8p.; Essay prepared at the University of North Carolina at Charlotte

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication (Thought Transfer), Elementary Education, *Interpersonal Relationship, *Language Experience Approach, Media Technology, *Oral Reading, *Reading Instruction, *Social Problems, *Story Telling, Teaching Techniques

Storytellers from the time of the cave dwellers to the invention of radio entertained and passed along family and cultural heritage. With the invention of radio, a listener was no longer required to face the source of the voice or to maintain eye contact with the story teller. With television, there are sounds without speakers, voices without value, and the imaginative discourse between speaker and listeners has been banished by the hardsell hypnosis of life's literal electronic translations through a tube. The changes in communication have diminished the opportunities for young people to develop a love of reading not only because television has led an audience away from print but because reading in school is taking on many of the same characteristics of fleshless, mechanistic, hypnotic communication that typify the generally declining human relationship of speaker and listener, hence writer and reader. Two ways to rebuild the expressive and motivating force of the oral language tradition that once nourished the love of reading are to revive storytelling and stress the language experience approach. They both capitalize on the essential urges of pupils to associate, communicate, and relate experience and self to others. (TJ)

ED 174 966 CS 004 960

Mikulecky, Larry, Ed. Robbins, Ed., Ed.
Indiana Reading Quarterly; Volume XI, Number 3, Spring, 1979.
International Reading Association. Indiana State Council.
Pub Date-79
Note-34p.
Journal Cit-Indiana Reading Quarterly; vXI n3 Spr 1979
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academically Gifted, Disadvantaged Youth, Elementary Secondary Education, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Tests, Student Attitudes, *Teaching Techniques, Test Wiseness

The eight articles in this publication focus on different approaches to reading instruction. Specific topics discussed include reading and the gifted child, teaching reading in a youth shelter, children's attitudes toward reading, teaching reading at the secondary level, secondary reading programs in Indiana, teaching test-taking strategies, the teaching of reading as a holistic process, and the direct reading approach to reading developed by Pauline Banks. (FL)

ED 175 031 CS 205 077

Kelso, Genell

The Craft of Poetry: A Directed-Study Seminar Course Planned by Knowles' Andragogical Principles.

Pub Date-13 Mar 79
Note-53p.; D.Ed. Practicum, Nova University
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Learning, Curriculum Development, Higher Education, *Individualized Instruction, *Learning Theories, Literary Criticism, *Poetry, *Seminars
Identifiers-*Knowles (Malcolm S)

This paper describes a directed-study seminar course in the craft of poetry using Malcolm Knowles' andragogical principles of teaching (related to the educational process of adults as contrasted with pedagogy, the educational process of children). The background and significance of the course are discussed and procedures for administering it, along with some of its limitations and assumptions, are explained. The paper concludes with a discussion of the implications of such a course for colleges, and recommendations for teaching a poetry course to adults as a directed-study seminar. The appendixes contain the complete course syllabus, a worksheet for analyzing a poem, and a form for evaluating the course. (TJ)

ED 175 077 CS 502 622

Theatre and Oral Interpretation: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1979 (Vol. 39 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date-79

Note-10p.

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Acting, American Indians, Black Youth, Creative Dramatics, Doctoral Theses, *Drama, *Dramatics, *Educational Research, Elementary Secondary Education, Interaction Process Analysis, *Interpretive Reading, Novels, Poetry, *Speech Communication, Syntax, Teaching Techniques, *Theater Arts

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 13 titles deal with the following topics: the North American Indian in theatre and drama, the lyrical novel, factors affecting the appreciation of suspenseful dramatic presentations, syntactic analysis and the performance of poetry, training advantaged and disadvantaged black kindergarteners in sociodrama, the effect of three classroom intervention strategies on the moral development of preadolescents, oral interpretation problems in the performance of Shakespeare's plays, oral interpretation of poetry by contemporary American women, the theories of K. Stanislavsky and V. Spolin, creative drama as a teaching strategy, drama in the elementary classroom, and an appraisal of oral interpretation in light of recent psychological research on mental imagery. (FL)

Engel, Stephen, Ed. And Others

Building School-Community Partnerships. An Information Packet for Education Agencies.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Contract-400-76-0025
Note-108p.; Prepared by the Rural Education Program; Photos may not reproduce
Pub Type- Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Agency Role, *Change Strategies, Citizen Participation, *Educational Improvement, Elementary Secondary Education, Higher Education, Information Dissemination, *Problem Solving, Program Budgeting, Program Evaluation, *School Community Cooperation
Identifiers-*Facilitators

The school-community process is a system that brings citizens and educators together to help solve school problems and plan educational improvement. This handbook describes that process and how it can foster a three-way partnership among local, regional, and state education agencies. Some of the topics covered include planning for change, selecting and guiding a process facilitator, sharing information among project participants, making use of recent research, and expanding and evaluating a project. A case study of a school district's project is examined along with background information supplied by individual authors on the following subjects: the school-community process at the local, state, and regional levels; alternative ways to organize a project; and estimated costs. Also included is a ready-to-use questionnaire measuring public involvement in educational decision-making and related agency support. (Author/LD)

Cook, Paul F. And Others

Vocational Training and Placement of the Severely Handicapped: Vocational Opportunities.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Jun 77

Contract-300-75-0345

Note-168p.; For related information, see EC 120 428-429

Pub Type- Guides - Non-Classroom (055) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Adults, *Architectural Barriers, *Discriminatory Attitudes (Social), *Employment Opportunities, *Job Placement, Secondary Education, *Severely Handicapped, *Vocational Education

Based on findings of the Vocational Training and Placement of the Severely Handicapped Project (VOTAP), the handbook identifies major barriers preventing the severely handicapped from obtaining vocational training and employment, and includes a description of strategies that can be used to surmount these barriers. Initial sections cover use of the handbook; the clustering model for organizing potential employment areas; barriers to training and employment; and tables which identify attitudinal, communicational, environmental, and skills barriers with suggestions to overcome them. The bulk of the document contains 65 tables based on worker trait group information from a survey conducted as part of the VOTAP project. In each table are entries with information on the jobs that handicapped workers are now holding as revealed by the 169 VOTAP survey respondents, selected additional jobs in the same worker trait group, and the barriers that a handicapped person may face in securing training or placement. Among the 65 worker trait groups listed are art work, legal and related work, guidance and counseling, managerial work, and animal care. Also provided are lists of aids and devices, associations and committees, and programs, and a dictionary of occupational titles. (SBH)

ED 175 328 HE 011 631

Micek, Sidney S. Lenning, Oscar T.
NCHEMS Outcomes-Related Activities and Products: An Overview.
National Center for Higher Education Management Systems, Boulder, Colo.
Pub Date-May 79
Note-16p.
Available from-National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accountability, Colleges, College Students, *Decision Making, Educational Planning, Educational Quality, *Evaluation Methods, *Higher Education, Information Utilization, Management Systems, Measurement, *Needs Assessment, Research Design, Universities
Identifiers-*Outcomes

Projects of the National Center for Higher Education Management Systems (NCHEMS) conducted to develop techniques and strategies for describing and analyzing outcomes are discussed. It is suggested that the information will assist decision-makers in understanding and using outcomes information in their planning and management decisions. The Center's orientation to the outcomes information problem and the development of their research design are explained. The objectives of each outcomes-related activity and the products developed through these activities are described. Major goals of the outcomes projects include: (1) identifying indicators of postsecondary education outcomes; (2) defining each indicator in a standard fashion; (3) developing procedures for acquiring data relative to each indicator; and (4) disseminating the information and products to decision-makers in the postsecondary community. Ten outcomes-related projects undertaken by NCHEMS are briefly summarized, with their potential applications and basic source documents listed. (SF)

Grayson, Lawrence P., Ed. Biedenbach, Joseph M., Ed.
World Conference on Continuing Engineering Education. Proceedings (1st, Mexico City, Mexico, April 25-27, 1979).
American Society for Engineering Education, Washington, D.C.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-79
Note-417p.
Available from-American Society for Engineering Education, c/o J. M. Biedenbach, College of Engineering, University of South Carolina, Columbia, South Carolina 29208 ($20.00)
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education, *Adult Education Programs, Adults, Engineering, *Engineering Education, Government Role, Higher Education, Media Selection, Motivation, Needs Assessment, Professional Associations, Professional Continuing Education, Program Costs, Program Evaluation, *Program Planning, Publicize, School Industry Relationship, *Speeches, Staff Utilization, University Extension

Proceedings are presented of the first World Conference on Continuing Engineering Education held in Mexico City, Mexico, which featured speakers from twenty-eight countries on five continents making presentations before several hundred people. Major contents are the texts of about eighty speeches and papers centered around the following topic areas: (1) the super industrial revolution, (2) adult motivation, (3) continuing education and the government, (4) professional society programs, (5) university programs, (6) industry/government programs, (7) need analysis, (8) promotion techniques, (9) program cost, (10) staffing requirements, and (11) media-based continuing education. Many of the papers are complete case studies including research data. Among the speakers appearing at the conference were Alvin Toffler, speaking on The Super Industrial Revolution''; A. Bhattachanyya, speaking on Professional Societies and Continuing Education in India''; John Klus, speaking on The Wisconsin Model''; M. Jain, speaking on Continuing Engineering Education in Developing Countries''; Charles Sener, speaking on The Role of Training in Corporate Survival''; and Sabah Al-Nassri, speaking on An Application of Critical Path Method in Planning Continuing Education Programmes.'' (Bibliographic information and addresses for all authors are included.) (LRA)

ED 174 796 CE 022 306

Energy Conservation in Construction Trades. Special Packages: Instructional Resources for Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-300-78-0032
Note-237p.
Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Construction Industry, Educational Resources, *Energy Conservation, *Instructional Materials, Occupational Information, Postsecondary Education, *Resource Materials, Secondary Education, *Solar Radiation, *Vocational Education

Designed for secondary and postsecondary vocational teachers and administrators, this resource package on energy conservation in construction trades contains three sections of information. Section I provides an instructional module (developed by the Wisconsin Vocational Studies Center) on solar energy; the module is organized into seven units: using solar energy, locating the sun, solar energy systems, collection, storage, distribution, and representative solar energy systems for heating homes. Each unit generally includes objectives, information sheets, a student assignment sheet, and a unit test with answer key. Section II provides a list of instructional resource materials and organizations and agencies related to solar energy. Section III provides bibliographies related to employment impact on solar energy, marketing potential on the growth of solar energy, and solar energy system design. (JH)

ED 174 876 CG 013 664

Betts, Francis M., III

The Relevance of Anxiety and Assertiveness in Urban Field Studies.

Pub Date-77

Note-27p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Anxiety, *Assertiveness, Behavior Patterns, College Students, Coping, *Field Experience Programs, Higher Education, *Individual Characteristics, *Interpersonal Competence, *Self Concept, Student Behavior

Identifiers-*Adjective Checklist (Gough and Heilbrun)

The effects of participation in field study programs on levels of anxiety and assertiveness among college students was investigated. Students enrolled in the Great Lakes Colleges Association - Philadelphia Urban Semester, 1976-1977, were systematically assessed for levels of anxiety and related personality dimensions using the Adjective Check List on a periodic basis. The results of the analysis showed significantly higher levels of anxiety in the early stages of the program in contrast to students on-campus. Subsequent measures indicated significant increases in coping abilities and levels of self-confidence among students enrolled in the field study not reflected in the campus-based students. No significant relationships between ability to cope and levels of assertiveness were established, although the data suggests the utility of systematic assertiveness training as a means of enhancing coping abilities and reducing situational anxiety in an urban field study situation. (Author)

ED 174 989 CS 204 981

Robinson, Edward A.

Afro-American Drama in Education: An Instructional Strategy.

Pub Date-Oct 78

Note-16p.; Paper presented at the Annual Fall Conference of the Illinois Association of Teachers of English (71st, Chicago, Illinois, October 20-21, 1978)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Literature, *Black Studies, *Cultural Background, *Drama, Dramatics, *English Instruction, *Ethnicity, Secondary Education, Teaching Techniques

To exclude Afro-American playwrights from curriculum offerings leads to the erroneous conclusion that blacks have contributed little to the development of the American theater. In order for Afro-American drama to be fully appreciated, it must be performed and read as literature. It must be used as a viable teaching strategy, as a motivator for the improvement of self-concept, as a tool for oral interpretation, and above all as a medium for attaining information about the Afro-American experience. The plays written during the 1950s by Afro-American dramatists offer a wide range of possibilities for developing curricular programs in Afro-American theater. For example, two plays by William Branch offer many instructional possibilities. In A Medal for Willie,'' Branch focuses on the racial attitudes of a Southern community and how blacks are affected by them, and in the play In Splendid Error'' he concentrates on the significance of making choices. The quest for identity appears as a theme in Take a Giant Step,'' by Louis Peterson, which also offers many possibilities for classroom performance. (A selected bibliography of sources on black drama and black playwrights is included.) (MKM)

ED 175 010 CS 205 046

Grunig, James E.

An Assessment of Economic Education Programs for Journalism Students.

Pub Date-Aug 79
Note-39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Business, Change Strategies, Changing Attitudes, College Majors, Consumer Education, *Economic Education, Economics, Information Needs, *Information Seeking, *Journalism Education, Knowledge Level, Models, Negative Attitudes, *Public Opinion, Public Relations, *Student Attitudes

Situational theory was used to isolate two kinds of publics from a sample of 294 journalism and business students to determine whether journalism majors would fit better into different publics and use different cognitive strategies than would students more interested in or more favorable toward business. In contrast to the traditional domino'' model underlying most businesses' public economic education programs (in which knowledge level is directly related to favorable attitudes and favorable behavior), situational theory explains which economic education programs will work for different publics by the varying attitudes those publics have in varying situations. The students in this study indicated their reactions to nine situations involving basic business situations, business consequences, and business relations with government and noted whether they would seek more information about particular situations. The business students fit into publics with high probabilities of communicating both about issues affecting people directly (pollution, quality of products) and about less involving issues (corporate profits, government regulation). Journalism students fit into publics that communicate only about high involvement issues. Variables relating to the knowledge gap hypothesis, however, explain more differences between publics than the variable college major.''
(RL)

ED 175 142 EA 012 052

Barber, Larry W.

Ethical, Political and Organizational Issues: Preachin'' and Meddlin.''

Pub Date-Apr 79

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Role, Educational Change, Elementary Secondary Education, Evaluation Methods, *Evaluators, Institutional Research, *Program Evaluation, Reading Programs

Identifiers-Evaluator Role

The purpose of this paper is to show that for an evaluation to be a successful change effort, the evaluator must not only preach'' (simply report facts) but also meddle'' (judge quality and recommend changes). It appears that if the evaluator does not take a leadership role in pushing for modification, these modifications will not occur. This point is illustrated by a history of a reading evaluation program in the Eugene, Oregon, Public Schools. When the research, development, and evaluation (RD&E) unit discovered that district reading achievement was below reasonable expectations for Eugene's socioeconomic status, they first meddled'' by convincing the superintendent and board to release achievement scores to the news media. Then reasonable expectations for achievement levels were calculated by the evaluation unit and released by the superintendent and board. This meddling was the impetus for a districtwide evaluation of the school reading program in which the evaluation staff gave only technical assistance. After the evaluation report was in, the evaluation staff pushed for the development of a reading implementation plan. Results of the efforts of the evaluation unit include higher expectations for achievement in the schools, a greater tolerance for criticism of programs, a reading plan in each building, and rising achievement scores. (Author/JM)

ED 175 164 EA 012 089

Edmonds, E. L.

The School Board of Tomorrow. A Position Paper.

Pub Date-17 Jun 79

Note-20p.; Paper presented at the International Congress on Education (2nd, Vancouver, British Columbia, June 17-20, 1979); Appendix may not reproduce clearly

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Board of Education Role, Citizen Role, Elementary Secondary Education, Eligibility, Inservice Education, Salaries, Teachers, Voting

Identifiers-*Prince Edward Island

With reference to Prince Edward Island, Canada, the author notes that a new school act for that province in 1971 consolidated 217 school districts into 5. The result has been a decline in community participation with corresponding alienation and apathy manifested by the public in two ways: a dearth of candidates offering themselves for election to the new school boards and a very low turnout in voting. To solve these problems, the author makes recommendations for (1) a graduated scale of payment for services to school trustees; (2) more extensive use of the principle and practice of cooptation; (3) compulsory voting by the public during school board elections; and (4) establishment of certain criteria of eligibility to sit on school boards, including attendance at preservice courses. The author also suggests the introduction of units of work on school boards into the curriculum of schools and concludes by suggesting some new roles for school boards. (Author/LD)

Rosenfeld, Anne H.

Parents as Cotherapists with Autistic Children. Parent-Child Program Series, Report No. 3.

North Carolina Univ., Chapel Hill.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Child and Family Mental Health.
Pub Date-78
Contract-TOPLD-13691-76
Note-15p.; For related information, see EC 120 039-043
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00840-1)
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Autism, *Child Development, Clinical Diagnosis, *Home Programs, Parent Child Relationship, Parent Education, *Parent Participation, *Preschool Programs, *Psychotherapy
Identifiers-*Child Research Project

Part of a series on early childhood demonstration programs designed to improve early parent-child relationships, stimulate positive child development, and prevent later behavior difficulties, the pamphlet describes the Child Research Project at the University of North Carolina, in which parents were trained to act as cotherapists with their autistic children. On the basis of a diagnostic evaluation, professional staff devised an individualized treatment program plan consisting of outpatient psychotherapy at the treatment center and the training of parents to continue the therapy with the child at home. The rationale for this parent participation is presented, and the diagnosis and assessment aspects of the program are discussed. Also reviewed are both the clinical and home treatment components, parent group meetings, program staffing, and special facilities and resources. Program graduates were found to retain many benefits, though the rate and type of progress of individual children depended, in part, on the severity of their initial biological handicaps. Many showed sufficient lessening of their psychotic symptoms to attend school, though they retained some minor behavioral problems; and some showed dramatic gains in intellectual functioning. (DLS)

ED 175 270 FL 010 551

Oliver, Julien

Jim. L'historie de Jim Caron jeune homme racontee par lui-meme (Jim. The Story of Jim Caron as a Young Man Told by Himself).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77

Note-51p.; Photographs will not reproduce well in microfiche or in paper copy

Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.25, Audio Cassette at $1.50)

Language-French

Pub Type- Creative Works (030) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Bilingual Education, Cultural Awareness, *Cultural Background, Cultural Education, Ethnicity, *French, Interviews, Language Instruction, *Oral History, *Reading Instruction, *Reading Materials

Identifiers-*Franco Americans, Maine, New England, New Hampshire, Quebec

This illustrated account of an interview with Jim Caron, a 101 year-old Franco-American resident of New Hampshire, is intended for use in a bilingual education setting. The narrative is divided into ten chapters and is written in the style of the spoken French dialect of Quebec and New England. In addition to details on the long life of Jim it provides information on the cultural background of French-speaking residents of Maine and New Hampshire. A glossary is provided of expressions proper to these regions with standard French equivalents. A cassette transcription of the interview is also available. (AMH)

ED 175 310 HE 011 519

Holahan, Carole K. Kelley, H. Paul

Performance and Attitudes of University Transfer Students as a Function of Demographic and Institutional Variables.

Texas Univ., Austin. Measurement and Evaluation Center.
Report No.-RB-76-2
Pub Date-Jul 76
Note-45p.
Available from-Measurement and Evaluation Center, University of Texas at Austin, Austin, TX 78712
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *College Students, Community Colleges, Educational Counseling, Failure Factors, *Grade Point Average, Higher Education, Institutional Research, Junior Colleges, Longitudinal Studies, Predictor Variables, Research Projects, School Surveys, State Universities, Student Attitudes, Student Characteristics, *Success Factors, Transfer Policy, *Transfer Students
Identifiers-*University of Texas Austin

As part of a longitudinal study of undergraduate transfer students at the University of Texas at Austin, students were surveyed in December 1973 and April 1975 for data on: demography, selected characteristics of the student's high school and previous college, and experience at U.T. Austin. Presented here are analyses of attitudinal data obtained from these surveys and of achievement data obtained from university records. Of the four major variables included in the study (GPA at last college, expected GPA at U.T. Austin as reported near the end of the first semester, directness of entry, and classification) GPA at the last college and expected GPA were most closely correlated with student attitudes, and may be predictors of later academic success. Type of previous college was more closely correlated with success than size of previous college. The findings point to a need for careful counseling and advising of some transfer student groups. The Transfer Student Questionnaire is appended. (MSE)

ED 175 206 EC 120 135

Tobin, M. J. Myers, S. O.

Memory Span Tests for the Deaf-Blind.

Birmingham Univ. (England). Research Centre for the Education of the Visually Handicapped.

Pub Date-78

Note-41p.; Print on some pages may be faint due to variable quality of original print

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Deaf Blind, Elementary Secondary Education, Evaluation Methods, Exceptional Child Research, *Memory, Multiply Handicapped, *Student Evaluation, *Test Construction, *Testing

The final report describes a project to devise and field test methods of assessing short-term memory in deaf blind children. It is explained that four tests of short-term memory were devised (Body Touch - Sighted Version, Body Touch - Blind or Blindfolded Version, Removed Object Test, and Finger Touch Test) and field tested with 32 children (8-15 years old). Analysis is said to have indicated that all tests had content validity, and to have suggested that for deaf blind children there are few general or group factors that can be hypothesized to account for perceptual/cognitive functioning. The second part of the report contains details of the four tests and instructions for their construction and administration. (CL)

ED 174 835 CE 022 467

Supportive Services for Special Needs Students in Mainstreamed Vocational Programs. Final Report.

National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Pub Date-Apr 79
Note-18p.; For a related document see CE 022 468
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ancillary Services, *Disadvantaged Youth, *Handicapped Students, *Mainstreaming, Postsecondary Education, Secondary Education, *Special Services, *Vocational Education
Identifiers-*West Virginia

A project was designed to develop guidelines which would give direction to local school personnel in the implementation of supportive services for the special needs population participating in regular vocational education programs. Following a literature search, telephone interview instruments were developed and administered to school administration and support personnel within selected West Virginia mainstreamed vocational programs. The purpose of the interviews was to determine supportive services provided as well as those needed among the programs and to identify problems and needed improvements in those services already being provided. Findings were reviewed by a task force of West Virginia vocational school specialists from across the state and a preliminary content outline was drafted: (1) vocational evaluation/remediation, (2) instructional support services, (3) guidance and counseling services, (4) job placement/follow-up services, and (5) special support services. The task force also reviewed the full working outline and the final draft. (The interview instruments for support personnel and administrators are appended. The product, Supportive Services for Special Needs Students in Regular Vocational Programs,'' is available separately see note). (LRA)

ED 174 855 CE 022 570

Small Business Ownership Management Entrepreneurship. A Model for Vocational Education Program Development in Entrepreneurship.

Arkansas Univ., Fayetteville.
Spons Agency-Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
Pub Date-30 Mar 78
Note-875p.; Some pages in this document may not reproduce well due to small print
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF06/PC35 Plus Postage.
Descriptors-Adult Education, Business Cycles, *Business Education, *Business Skills, Family Management, Financial Needs, *Financial Support, Human Relations, Insurance Occupations, *Management, Marketing, Money Management, Office Management, Personnel Management, Postsecondary Education, *Recordkeeping, Secondary Education, Taxes, Vocational Education
Identifiers-*Entrepreneurship, *Small Business

This guide for instruction in the basics of entrepreneurship is intended for use in adult education programs, and secondary and postsecondary business education programs. It can be used as integrative material for all vocational-technical programs as well, since it provides a beginning point for those who are interested in self-employment and for those who are self-employed and wish to improve their businesses. Twelve topical areas are presented in alphabetical order: (1) Business Financing; (2) Business Financial Planning; (3) Business Outlook; (4) Financial Records Management; (5) Human Relations and Its Effect on Personal and Business Life; (6) Insurance; (7) Modern Marketing for Small Businesses; (8) Paperwork Management; (9) Personal and Family Financial Management; (10) Personnel Management in Small Businesses; (11) Porperty Management; and (12) Taxation and Tax Planning. Each unit contains most of the following instructional elements: unit objectives, suggested activities, instructional materials, information sheets, assignment sheets, tests, and answer sheets. (BM)

ED 174 967 CS 004 964

Warrick, Catherine M.

The Academic Seven Year Itch and a Possible Home Remedy.

Pub Date-Apr 79
Note-10p.; Paper presented at the Annual Meeting of the Western College Reading Association (12th, Honolulu, Hawaii, April 7-10, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Agents, Change Strategies, College Teachers, *Faculty Development, Higher Education, *Inservice Teacher Education, Interprofessional Relationship, *Job Satisfaction, *Teacher Attitudes, *Teacher Improvement, *Teacher Participation

Involvement in teaching improvement will provide new professional impetus and pride for many discouraged faculty members suffering from lessening enthusiasm for teaching, boredom with the same teaching schedule, and preoccupation with future job expectations. The reading and learning assistance staffs of colleges snould be involved in this faculty development because faculty will respond better to colleagues who solicit their participation in educational experimentation than to administrators attempting the same thing. Reading and learning assistance personnel also have backgrounds in learning theory that they can pass on to academic colleagues; and they usually work with students upon whom program improvements can be basedthe students most likely to benefit from improved and revitalized teaching practices. Two examples of this type of teaching improvement occurred at Metropolitan State College (Denver, Colorado), where reading and learning specialists involved teachers from other disciplines in a program that redirected coursework toward developing student cognitive skills, and in using the Personalized System of Instruction (PSI) for selected courses that had poor retention and success rates. The significantly greater student achievement resulting from these teaching improvements was personally rewarding to the faculty that participated. (RL)

ED 175 032 CS 205 079

Jugenheimer, Donald W.

Approaches to the Teaching of Advertising Management.

Pub Date-Aug 79
Note-10p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Business Education, *Educational Practice, Educational Research, Educational Trends, Higher Education, *Journalism Education, *Management, *Professional Education
Identifiers-*Advertising

A survey involving professors at 14 universities that offer advertising programs was conducted to discover how advertising management courses were taught, what resources were utilized, what problems have been incurred, what trends have been observed, and what improvements were recommended. Responses indicated that cases were the most common kind of instructional aids and that discussion was the most prevalent format. Several respondents reported the use of a project as a teaching device while others used a variety of realistic exercises. The major problem reported in teaching was the poor preparation of the students while the major problems reported for students were their lack of business or marketing skills or preparation, lack of career goals, and general motivation problems. Most respondents reported that their schools had made no major changes in the course during the past two or three years, and those reporting changes indicated that these changes only involved adding new textbooks and updating or revising cases. Asked to design the ideal advertising management course, the respondents noted that such a course would need more and better cases, a good readings textbook, realistic exercises, small-group simulations, and small classes. They also suggested that the ideal course would explain how advertising management differs from normal management processes. (The questionnaire used is appended.) (TJ)

ED 175 054 CS 205 124

Maimon, Elaine P.

Writing, Learning, and Thinking at Beaver College.

Pub Date-Mar 79

Note-11p.; Paper presented at the Annual Meeting of the College English Association (Savannah, Georgia, March 22-24, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *Cooperative Teaching, Course Organization, *Faculty Development, Higher Education, Instructional Improvement, *Interdisciplinary Approach, Teaching Methods

Identifiers-*Writing Across the Curriculum

In addition to the conventions of standard written English, writing involves difficult choices of theme, audience, and form, as well as subtleties of style, and the teaching of writing requires active involvement of instructor and student in the learning process of each discipline. In a program involving cross-curriculum writing instruction at Beaver College, three or four liberal arts faculty members, one of whom is in English, work together in a course cluster for a semester to improve writing in their classes. They discuss ways to make writing a natural part of each class meeting and consult with each other on improving responses to student writing. Students get needed practice in writing; learn to express what they know first to themselves and then to others; learn to think and write in the special ways that humanists, social scientists, and scientists think and write when they are discovering and communicating ideas in their fields; and improve class discussions. Faculty members become more sensitive to their own similarities and differences as thinkers and writers, begin to pose questions about academic discourse and the nature of evidence in various fields, and begin to explore forms of literacy beyond the verbal. (AEA)

Kaplan, Michael H., Ed. Galbreath, Diane, Ed.

Youth and Community: Charting Directions for Positive Youth Development. The Proceedings of a National Invitational Conference (Arlington, Virginia, March 15-17, 1978).

Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.
Pub Date-Jan 79
Note-71p.
Available from-Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903 ($3.50; quantity discounts; 10% added for shipping on billed orders; make checks payable to ``University of Virginia'')
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Education, *Community Programs, *Delinquency Prevention, Elementary Secondary Education, Interagency Planning, Problem Solving, Program Planning, *Youth Problems, Youth Programs

A result of efforts to initiate dialogue between representatives of the Community Education Program in the United States Office of Education and the Department of Justice, this conference took place in March of 1978. Professionals from many youth-oriented fields attended. Conference objectives included initiating dialogue among those concerned with delinquency prevention, generating ways to engage youth in meaningful school and community activities, and designing a way to assess a community's responsibility to its youth and its ability to affect youth-related problems. The conference used a think-tank method called indicative planning. This method involves determining steps that need to be taken, identifying problems and constraints, creating proposals, and planning of tactics. Each of these components was the focus of a workshop. Results of each component of the process are presented in this publication. Twenty-four needed directions were identified. Twelve major contradiction areas were named, and many practical proposals were suggested. Finally, five tactical components were identified, and action steps were recommended. (Author/JM)

A Study of the State of Bilingual Materials Development and the Transition of Materials to the Classroom. A Final Report: Volume 1.

Development Associates, Inc., Arlington, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Contract-300-76-0358
Note-290p.; For related documents, see FL 010 701-702; Best copy available
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Bilingual Education, *Classroom Materials, *Federal Programs, *Instructional Materials, Language Instruction, *Material Development, Second Language Learning, Spanish, Textbooks, Uncommonly Taught Languages
Identifiers-*Bilingual Materials, Bilingual Programs, *Limited English Speaking Ability

This study describes and assesses the state of bilingual curriculum development activities in the National Network of Centers for Bilingual Education. Recommendations are made for improvement in the creation, production, and distribution of bilingual instructional materials. The overall approach to the study was tripartite and focused on: (1) the development of an inventory of bilingual instructional materials, including a variety of European, Native American (and Alaskan), and Asian languages; (2) site visits to Centers, commercial publishers, and distributors to analyze their procedures for the development and distribution of materials; and (3) a mail survey of Local Education Agencies, equally divided between those in the Title VII program and those with other sources of funding, on their needs for, and uses of, bilingual education materials. The report concludes with a ``model management plan'' that seeks to assist the Office of Education in its efforts to bring appropriate bilingual educational materials into classrooms. The appendix contains copies of the interview guides and other relevant documents. (Author/NCR)

ED 175 291 FL 010 724

Krashen, Stephen D. And Others

The Basis for Grammaticality Judgments in Adult Second Language Performance.

Pub Date-77

Note-14p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, *Cognitive Style, Cognitive Tests, College Students, *English (Second Language), German, *Grammar, Language Development, Language Research, Language Tests, *Morphology (Languages), *Second Language Learning, *Stress (Phonology), Syntax

Identifiers-Grammaticality Judgements

Three groups of adult second language learners were administered written tests of their knowledge of the grammar, morphology, and/or phonology of the second language. The tests were designed to distinguish between recognition of correctness based on knowledge of rules and recognition based on intuitive familiarity with the language. In the first test, 52 students of English as a Second Language (ESL) were asked to determine the grammatical acceptibility of sentences containing errors in count/mass and singular/plural distinction, article usage, and tense. Twenty-six percent of judgments were made on the basis of intuition. Eleven intermediate ESL students were then asked to mark English sentences for stress. Although markings were very accurate, subjects were generally unable to adduce a rule to support their decisions. Rule-giving increased when students were re-tested after taking a series of lessons on stress placement rules. Finally, 18 intermediate students of German made rule judgments for 51% of items on inflectional morphology, but for only 35% of items on word order. Implications of these results for determining the place of rules and formal grammatical knowledge in second language learning are discussed. (JB)

ED 174 777 CE 022 120

Wilson, Gary Newcomb, L. H.

The Importance of Motivational Appeals to Cooperative Extension Agricultural Clientele. Summary of Research.

Ohio State Univ., Columbus. Dept. of Agricultural Education.
Pub Date- 79
Note-15p.; Not available in hard copy due to light and broken type
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Correlation, *Extension Agents, *Motivation Techniques, Participant Satisfaction, *Participation, *Program Effectiveness, *Rural Extension
Identifiers-Ohio

A study was conducted to determine the relationship of certain motivational appeals to the extent of participation of extension clientele, as perceived by these clientele. A stratified random sample of thirty counties from the ten extension supervisory areas of Ohio was used for the study. This sample provided for 395 adult agricultural clientele who had been served by or involved with the Ohio Cooperative Extension Service (CES). Data were obtained through the use of mail questionnaires. There were two major conclusions. First, in general, most agricultural clientele of the Ohio CES rated every motivational appeal used in this study in either the used sometimes'' or used very little'' categories. The appeals that were rated as being used the most include some of the following: stressing the importance of making some money; advertising an important person or noted guest speaker; advertising programs to challenge people (mentally) to accomplish more, and advertising programs to promote how to enjoy leisure time. Second, stressing the importance of making money, advertising that work will be easier or simpler, and advertising the need for serving others, were three appeals that were found to be positively correlated with at least two or more measures of participation. (JH)

ED 174 816 CE 022 403

Clancy, Walter B.

Pre-Vocational Educational Needs of Disadvantaged and Delinquent Youth. Final Evaluation Report.

Loyola Univ., New Orleans, La. Inst. of Human Relations.
Pub Date- 78
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Blacks, *Counseling, *Delinquents, *Disadvantaged Youth, *Educational Needs, Employment, *Intervention, Placement, *Prevocational Education, *Program Effectiveness, Remedial Instruction, Self Concept
Identifiers-Louisiana

A study was conducted to investigate the vocational education needs of disadvantaged and delinquent youth who have left school and come into negative contact with the criminal justice system. Specifically the objectives were (1) to identify the capacities and realistic vocational ambitions of the study population; (2) to assist these juveniles in reaching their occupational goals; and (3) to assist the juvenile justice system by making available to them a diversion program that can serve as a referral for the first and/or non-violent offender. Twenty-seven juveniles were initially selected to participate and were administered the California Achievement Test to establish base-line data. Twenty-three of the participants (all Black) actually completed the pre-test and entered the educational program. The educational intervention program met eight hours a day, Monday through Friday, during the summer. The curriculum included remedial academic instruction and individual and group counseling. Of the original twenty-three participants (two other groups were later added to the program), two were terminated for disruptive behavior, five resigned from the program, and three completed the program but remained unemployed. Of the remaining thirteen participants, three were aided in finding employment, six returned to school, and four successfully completed their GED examination and received an equivalent high school diploma. Forty-eight percent of the original twenty-seven participants reached what was originally defined as a successful conclusion to the program: employment and/or continuation or completion of high school. (BM)

ED 174 900 CG 013 691

Sola, Janet L. Phye, Gary D.

Development of Sex-Role Orientation in Adolescent Females and Its Relationship to Teacher Ratings.

Pub Date- 77

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 9-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Androgyny, *Females, High School Students, *Identification (Psychological), Interpersonal Competence, Personal Growth, Secondary Education, *Sex Role, Student Behavior, Student Development, *Student Teacher Relationship, *Teacher Attitudes

Identifiers-*Bem Sex Role Inventory

The development and expression of sex-role identity in adolescent females and the views of teachers regarding these behaviors were investigated. Adolescent sophomore and junior females were given the Bem Sex Role Inventory during fall and spring semesters. Teacher ratings of seven characteristics were also obtained. Mean masculinity and femininity scores increased during fall and spring of the sophomore year, suggesting movement from 'undifferentiated' sex-role orientations to more definitively masculine, feminine, or androgynous. Regression analyses indicated that significant predictability of teacher ratings of instrumental behaviors, i.e., responsibility, independence, and insight, from sex-role orientations began to emerge in the latter half of the sophomore year and were strong in the fall of the junior year. (Author)

Montgomery, Theresa Richman, Shanna
Effects of Meaningfulness and Context on Information Processing in Third-Graders.
Pub Date-79
Note-12p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (25th, New Orleans, Louisisna, March 28-31, 1979); Figures 1 and 2 are of marginal reproducibility
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, *Children, *Context Clues, *Discrimination Learning, *Information Processing, *Learning Processes, Performance Factors, *Problem Solving, Reactive Behavior

The effects of meaningfulness of the stimulus materials and the presence or absence of contextual cues on problem-solving behavior were investigated. Third-graders (N 80) were randomly assigned to one of four conditions and their performance in a series of discrimination problems was observed. Subjects in Conditions I and II responded to stimuli composed of abstract dimensions such as letter, color, size, and line position. Subjects in Conditions III and IV responded to more concrete (meaningful) dimensions such as cheese, carrot, camel, and crow. Contextually, Conditions II and IV differed from I and III in that subjects received contextual cues (stories) about the stimuli. In Condition II, the stories conveyed information about the dimensional properties of the stimuli (i.e., letter, size, color, line position), while in Condition IV the stories related to the objects in the pictures. In general, results indicated that the best performance on several dependent measures was obtained when children were presented meaningful stimuli and received a story (contextual cue) about the stimuli (Condition IV). These children solved more problems, manifested more consistent hypotheses during probes, were more likely to retain a hypothesis following positive feedback, and were more likely to abandon a hypothesis following a negative feedback than were subjects in any other condition. (Author)

ED 174 946 CS 004 930

Dillingofski, Mary Sue, Comp.
Nonprint Media and Reading: An Annotated Bibliography.
International Reading Association, Newark, Del.
Pub Date-79
Note-36p.
Available from-International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 334, $1.00 member, $1.50 non-member)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Basic Education, Audiotape Recordings, *Audiovisual Aids, *Computer Assisted Instruction, Educational Television, Elementary Secondary Education, Films, Higher Education, Listening, Media Research, Public Television, *Reading Instruction, *Reading Research, *Tape Recordings, *Television

The 72 items in this bibliography concern the use of nonprint media in reading instruction. A section on audio and visual channels concerns the use of audiovisual materials, tape recordings, and filmstrips as instructional aids. The section on television and film includes items on film, learning from television, commercial television, public television, and locally produced television. The final section concerns computer assisted instruction in reading. A list of recommended readings is included at the end of this bibliography for those who would like practical suggestions for applying educational technology in the reading curriculum. (MKM)

ED 175 078 EA 011 573

Radnor, Michael Hofler, Durward

Policy Studies in Research, Development and Innovation. Part One.

Northwestern Univ., Evanston, Ill. Center for the Interdisciplinary Study of Science and Technology.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 77

Note-460p.; For related documents, see EA 011 570-574

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors-Agency Role, Comparative Analysis, *Educational Research, Evaluation, Information Dissemination, Information Utilization, Innovation, *Policy Formation, *Research, Research Needs, Research Problems, Research Utilization, Systems Analysis

Identifiers-*National Institute of Education, *Policy Analysis, Research and Development, *Research Development and Innovation

Part 1 of a two-part series, this volume presents three separate policy studies done using a contextual research, development, and innovation (RD & I) analysis framework developed by the authors. The studies are intended to demonstrate the requirements and possibilities for policy analysis in the RD & I arena and the utility of the framework for facilitating such endeavors and for providing structure to the knowledge and literature in this field. The first policy analysis, done for the National Institute of Education (NIE), looks at research, development, dissemination, and evaluation research in the field of education and suggests implications for the role of NIE. The second policy analysis provides a systems analysis of educational RD & I evaluating the current state of the system. The third policy analysis discusses and points out deficiencies in two reports. The first report is one done by the National Academy of Sciences (NAS) concerning fundamental research relevant to education and written to help the NIE fulfill its responsibility in this area. The second report analyzed is a response to the NAS report done by the Program Committee of the National Council on Educational Research. This report also contains a series of policy recommendations for NIE. Copies of both reports are included in the appendix. (Author/JM)

ED 175 120 EA 012 027

Johnson, James R.

Change Episode: Evaluation of Non-Classroom Assigned Certificated Personnel.

Pub Date-14 Jul 78
Note-45p.; Prepared in conjunction with the University of La Verne (California) Doctoral Program in School Management; Appendices C through F may be illegible
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, *Evaluation Methods, *Personnel Evaluation, *Teachers
Identifiers-*Corona Unified School District CA

This study included a review of the literature to determine if tools exist for the evaluation of nonclassroom assigned certificated school personnel. All unified school districts in California with ADA between ten and twelve thousand were polled to ascertain their practices for similar situations. A problem-solving team was established to review the material that was contributed. The result of this study was the creation of a form, approved by the district administration, for the evaluation of nonclassroom assigned certificated personnel. A sample of the form is included in the appendix of the study. (Author)

ED 175 207 EC 120 160

Rayder, Nicholas Taylor, Trent

One. Responsive Supervision for Professional Development: Overview of the Process.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date- 79

Note-34p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classroom Observation Techniques, Conceptual Schemes, *Feedback, *Handicapped Children, Models, Observation, *Teacher Evaluation, *Teacher Supervision

Written for classroom teachers, the manual describes a model for analyzing interaction between teachers and mainstreamed special education students. The introduction stresses that the model's observation approach emphasizes professional growth rather than institutional regulation. Seven steps of the model are discussed: determining teacher goals, selecting area and setting criteria for observation, conducting the classroom observation, preparing for the feedback session, giving responsive feedback to the teacher, determining a plan for development, and implementing the plan. Important aspects of feedback are considered, and resources for identifying different teaching strategies in the development of a plan are described. A sample observation analysis is appended. (CL)

ED 175 329 HE 011 633

Connor, D. V.

Effectiveness of Teaching Methods at the University Level. TERC Bulletin No. 7.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

Pub Date- 77
Note-22p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Class Size, *College Instruction, Comparative Analysis, *Effective Teaching, Higher Education, Individualized Instruction, Laboratory Procedures, Large Group Instruction, Programed Instruction, Small Group Instruction, *Teaching Methods, Teaching Techniques

Research evidence on the effectiveness of various methods of teaching at the university level are reviewed. Evidence is presented in the following areas: the effect of class size; large group instruction techniques; individualized learning, independent study, and programmed instruction; lecturing versus other methods; and laboratory teaching. The evidence strongly suggests that the size of the class need not be a major factor in the effectiveness of teaching and that the instruction process can be individualized and learning can be done independently provided that the correct procedures are used. The evidence further suggests that there is no one best method that is most effective for all situations and all subjects. The method that is most effective is the one that is most appropriate to the particular objective, to the size of the group, to the background and achievement of the students, to the personality and skill of the lecturer, and to the preferences of both professors and students for the particular method being used. Arbitrary and specific direction of students is as bad as lack of any direction. The studies on laboratory teaching methods suggest that there are many new approaches that can and should replace teaching of the conventional laboratory-experiment type. Since independent activity by the student is the ultimate goal, this fact should influence all teaching efforts. (SC)

Ausburn, Floyd B.

Impact of Learning Styles on Air Force Technical Training: Multiple and Linear Imagery in the Presentation of a Comparative Visual Location Task to Visual and Haptic Subjects. Interim Report for Period January 1977-January 1978.

Oklahoma Univ., Norman. Coll. of Education.

Spons Agency-Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No.-AFHRL-TR-78-91(II)

Pub Date-May 79

Contract-F33615-77-C-0047

Note-33p.; For a related document see CE 021 601

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Style, *Haptic Perception, *Instructional Design, Kinesthetic Perception, Military Personnel, Sensory Experience, Tactual Perception, *Technical Education, Visual Discrimination, *Visual Learning, Visual Perception

Identifiers-*Supplantation Theory

A U.S. Air Force study was designed to develop instruction based on the supplantation theory, in which tasks are performed (supplanted) for individuals who are unable to perform them due to their cognitive style. The study examined the effects of linear and multiple imagery in presenting a task requiring visual comparison and location to individuals of the visual and haptic perceptual types. (Visual type was defined as persons who react to their environment as spectators and whose main sensory intermediaries are their eyes. Haptic type was defined as normally sighted persons who react to their environment subjectively and who use their eyes as primary sensory intermediaries only when compelled to do so, preferring to rely on muscular sensations, kinesthetic experiences, and tactile impressions.) Subjects were drawn from 200 volunteers currently enrolled in undergraduate education courses. A battery of three instruments was used to classify subjects' cognitive styles. From the visual and haptic groups, forty visuals and forty haptics were selected at random and randomly split into two groups of twenty. One group of twenty visuals and one group of twenty haptics received a linear-image presentation of the experimental task. The other two groups received a multiple-image presentation of the experimental task. Results indicated that in this investigation, the haptic-cognitive-style individual's performance was improved by instruction based on the supplantation theory. The results of this preliminary investigation hold promise for instructional research with Air Force technical training personnel. (Author/BM)

Entrepreneurship. Special Packages: Instructional Resources for Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Contract-300-78-0032
Note-239p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Educational Resources, Postsecondary Education, *Resource Materials, Secondary Education, *Vocational Education
Identifiers-*Entrepreneurship, *Small Business Management

This resource materials package on entrepreneurship is designed for use by secondary and postsecondary vocational educators in the development or organization of a program in small business management. Section I contains a bibliography of printed materials concerned with entrepreneurship. Information is organized into four parts: getting ready to become an entrepreneur; becoming an entrepreneur; being an entrepreneur; and additional sources. Section II contains the bibliography portion of a three-volume publication entitled Minding Your Own Business'' and is ogranized into three parts: the environment of small business, managing a small business, and curricula. Section III provides a listing of publications on entrepreneurship which have been selected from a search conducted by the Educational Resources Information Center. Finally, Section IV contains abstracts of new and continuing projects concerning entrepreneurship administered by the Division of Research and Demonstration (U.S. Office of Education/Bureau of Occupational and Adult Education) in Fiscal Years 1976 and 1977. (JH)

ED 174 877 CG 013 665

Abraham, A. A.

Coping With Personal and Situational Barriers to the Educational Goals of Nonwhite Youths in Florida.

Pub Date-16 Nov 78

Note-19p.; Paper presented at the Meeting of the Florida Personnel and Guidance Association (Orlando, Florida, November 16-18, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Access to Education, *Black Students, *Counselor Role, Educational Counseling, Educationally Disadvantaged, *Educational Objectives, Educational Opportunities, *Environmental Influences, Racial Discrimination, Secondary Education, *Social Attitudes

Identifiers-*Florida

Situational and personal barriers to the educational goals of nonwhite youths in Florida appear to be caused by a variety of subtle and complex factors deeply rooted in the environment of the youths: (1) cultural determinism; (2) attitudes of resistance and antagonism on the part of white teachers and counselors; (3) lack of information on the part of nonwhite teachers and counselors; (4) failure of blacks to acquire needed cognitive skills; (5) unavailability of high level curriculums in segregated or predominantly black schools; (6) inadequate guidance service; (7) delayed or deferred decision making; and (8) lack of intelligent, aggressive concern by many black families. To help young blacks, teachers and counselors must recognize diversity as a genuine characteristic of blacks. Parents must take more responsibility for children's discipline and teacher cooperation. Black counselors must encourage black students to think more seriously about linking short-range activity and long-range goals. Faithful application of these strategies would greatly expand educational opportunities for nonwhite youth, thereby enabling them to more readily take advantage of such personally, educationally and economically rewarding time-shortened degree tools as the CLEP, early admission, advanced placement, and others. (Author/BEF)

ED 174 990 CS 204 988

McElreath, Mark P.

New Tools for Precision Journalists: Using Stems and Leaves, Boxes and Whiskers and a Few Flogs to Describe Recent Trends in Journalism Graduates.

Pub Date-Aug 79

Note-26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Data Analysis, *Graduate Surveys, Graphs, *Journalism, *Nonparametric Statistics, *Statistical Analysis, *Statistical Studies

Identifiers-*Precision Journalism

Graphic statistics as developed by John Tukey have some practical benefits for precision journalists as they assist in spotting trends not as easily noted without the use of nonparametric statistics. Some especially helpful graphic statistics are: stem-and-leaf display,'' box plots,'' froots,'' and flogs.'' These can be used to see relationships in statistics related to data from surveys of journalism graduates, including information about salary ranges, job search time, time on the job market as related to year of graduation or to sex, and number of journalism graduates with specific majors. (Fifteen tables are included to show how the statistical techniques were applied to the survey data.) (TJ)

ED 175 011 CS 205 048

Mersand, Joseph

The Magic Ingredient in the Teaching of Written Composition: Prelude, Theme, and Variations.

Pub Date-Sep 78

Note-12p.; Paper presented at the Annual Meeting of the New York State English Council (28th, Rochester, New York, September 21-23, 1978); Not available in paper copy due to marginal legibility of original document

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Composition (Literary), *Effective Teaching, *English Instruction, Secondary Education, *Teaching Techniques, *Writing Skills

Perhaps because writing is a comparatively recent development in human history, it is more difficult to teach than any other aspect of communication. It is essential in teaching writing to enlist the interest and the pleasure of the pupil. Some ways to do this include: preceding the writing process with speaking and listening, providing for individual differences in interest and ability, providing as many enriching experiences as possible in and out of the classroom, discussing anything in the news that will interest the class, giving sufficient time for gestation of an idea, and allowing opportunities for sharing written work. Some principles of evaluation include doing it on a one-to-one basis, giving positive encouragement, looking for only a few errors at a time, having students judge each other's work, emphasizing content over mechanics, inspiring students' pride in their work, and rewarding excellence in writing as excellence is rewarded in other fields. The surroundings for good writing may be created by making the room as attractive as possible, providing alcoves for those who like to be alone while writing, and providing proper reference books. An effective writing teacher must grow with the subject by keeping up in reading and by participating in professional organizations. (TJ)

ED 175 143 EA 012 053

Blood, Ronald E. Miller, James P., Jr.

The New Mexico Principalship Study. Part I. Factors Affecting the Principalship Yesterday and Today.

Pub Date-Oct 78

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Responsibility, Administrator Role, Complexity Level, Elementary Secondary Education, Political Power, *Principals, School Size, Stress Variables, Teacher Administrator Relationship, Teacher Qualifications

Identifiers-*Principal Burn Out

The phenomenon of principal ``burn out'' is the result of many conditions surrounding the principalship. First, as the number of students has risen over the last 40 years, the number of schools has declined. Too, teachers have become better educated and more specialized, making them less ready to accept the opinions and direction of principals. Since the 1930s the curriculum has become more complex, with more special education and categorical programs. Control of the schools has diversified, with power being divided among many central office staff members, the courts, federal and state governments, and the community. Because of this diversification, it is sometimes difficult for the principal to know where to look for direction, and role clarification is badly needed. In recent years, the education profession, once united, has split into distinct groups: teachers (labor), superintendents (management), and school principals (caught in the middle). To create a situation where the principal can reasonably be expected to carry out the responsibilities of the role, these conditions surrounding the principalship must be changed. (Author/JM)

ED 175 165 EA 012 090

Ledbetter, Cal, Jr. And Others

The Arkansas Plan: A Case Study in Public Policy. Monograph Series.

Arkansas Univ., Little Rock.
Pub Date-79
Note-69p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Change Strategies, *Finance Reform, *Financial Policy, Local Government, Models, *Policy Formation, State Government
Identifiers-*Arkansas Plan, Charles Jones Policy Model

This document discusses the Arkansas Plan, a proposal to the state legislature in 1976 by Governor David Pryor that would restructure the state's financial system and redefine the state/local relationship in Arkansas government. Major changes proposed by the plan which was ultimately defeated would allow local voters, not the state, to determine the type, level, and cost of the local services they wanted. The introduction discusses the general political situation out of which the plan evolved. Research is reviewed concerning the origins of the plan, its public reception, and its treatment by the legislature. A case history of the plan from its early formulation through its nearly total rejection by the legislature is followed by an analysis of the process using a public policy model developed by Charles O. Jones. Two factors that led to the plan's defeat, the document concludes, were that the strategy to implement it was imperfect and the plan was not open to compromise. Strategy for approval in the policy process, then, should command as much attention and time as the policy itself. (Author/LD)

ED 175 187	EC 120 042

Rosenfeld, Anne H.
Infant Satellite Nurseries: Family Day Care with a Difference. Parent-Child Program Series, Report No. 4.
Hawaii Univ., Honolulu.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Child and Family Mental Health.
Pub Date-78
Contract-TOPLD-13691-76
Note-16p.; For related information, see EC 120 039-043
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00843-5)
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Development, *Day Care Programs, Disadvantaged Youth, *Economically Disadvantaged, *Family Day Care, Parent Child Relationship, Preschool Education, *Preschool Programs
Identifiers-*Infant Satellite Nurseries Project

Part of a series on early childhood demonstration programs designed to improve early parent-child relationships, stimulate positive child development, and prevent later behavior difficulties, the pamphlet describes the Infant Satellite Nursery Program, developed in Honolulu, Hawaii, to provide low-income families with subsidized, home-based care for their infants and toddlers. A cadre of men and women from the community were screened and trained to establish satellite nurseries in their own homes, which they then operated on a full-time, regular basis. Program aspects covered include trainee screening and selection, training the caregivers, parent involvement, staffing, and special facilities and resources. Nursery operation, coordination, and supportive services are discussed and illustrated with brief glimpses of the procedures used in several of the satellite nurseries. Most of the parents of children involved in the program were able to stay off welfare assistance; and on the average, the children themselves showed steady gains in cognitive, language, socioemotional, and psychomotor development as a result of the program. (DLS)

ED 175 230 EC 120 428

Cook, Paul F. Dahl, Peter R.

Vocational Training and Placement of the Severely Handicapped: Research and Development Recommendations.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Apr 77

Contract-300-75-0345

Note-93p.; For related information, see EC 120 427-429

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adults, *Job Placement, *Program Development, *Research Needs, *Research Proposals, Secondary Education, *Severely Handicapped, *Vocational Education

The monograph synthesizes findings of the Vocational Training and Placement of the Severely Handicapped Project (VOTAP) and offers recommendations for further research and development. Chapter 1 presents the theoretical model that describes the dimensions upon which the task of developing research and development recommendations could be approached independently from the recommendations of practitioners in the field. Chapter 2 describes the needs and recommendations of program staff as determined by the VOTAP survey and by the members of the VOTAP Advisory Panel. Recommendations that follow in Chapters 3, 4, 5, and 6 are developed using both approaches. The following areas are covered (sample subareas in parentheses): educational programing (increasing prevocational experiences and work adjustment skills in order to help handicapped persons succeed in employment); occupational independence (fostering positive public attitudes toward the handicapped in the work place); socioemotional adjustment (developing self esteem accurate self appraisal, and realistic vocational and career aspiration); and physical accommodations (increasing the availability of assistive devices). Chapter 7 summarizes the recommendations and emphasizes those that reflect the most pressing concerns. (SBH)

ED 175 271 FL 010 552

Flammer, August And Others

Entwicklung diagnostischer Rechtschreibtests in ladinischer und surselvischer Sprache (Serie TOR). Forschungsbericht Nr. 5 (The Development of Diagnostic Spelling Tests in Ladin and Surselvan

Fribourg Univ. (Switzerland).

Pub Date-76

Note-86p.; Some pages may be difficult to read due to fuzzy type ; Document prepared by The Experimental and Educational Psychology Division

Language-German; Romansh

Pub Type- Tests/Questionnaires (160) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Achievement Rating, *Diagnostic Tests, Elementary Education, Elementary School Students, Error Analysis (Language), Language Skills, *Language Standardization, *Language Tests, Norm Referenced Tests, Norms, Regional Dialects, *Spelling, Spelling Instruction, Statistical Analysis, *Test Construction, Test Validity

Identifiers-Ladin, *Raeto Romance Dialects, *Romansh, Surselvan, Switzerland

To meet the instructional needs of the hundreds of children who speak the Ladin and Surselvan Raeto-Romance dialects of Switzerland, spelling categories pertinent to the two dialects were established based on the spelling test concept of Rudolf Mueller. Following classic test analysis procedures, three diagnostic dictation tests (one in Ladin, two in Surselvan) for second graders were constructed, statistically analyzed, and given the series title TOR (test d'ortografia romontscha). Spelling standards were then established, and error analysis procedures devised to facilitate a proficiency ranking among the students. The history of the tests is given in German with complete data. A commentary on the tests with an explanation of their use and validation is presented in Romansh. (JB)

Supportive Services for Special Needs Students in Mainstreamed Vocational Education Programs: Guidelines for Implementation.
National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Pub Date-Apr 79
Note-73p.; For a related document see CE 022 467
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Ancillary Services, Costs, *Disadvantaged Youth, Employment Opportunities, *Handicapped Students, Identification, Individualized Programs, Instructional Aids, Job Placement, *Mainstreaming, Prevocational Education, Resource Centers, *Special Services, Student Characteristics, Teacher Role, Vocational Counseling, *Vocational Education, Vocational Education Teachers, Vocational Followup
Identifiers-West Virginia

Designed for vocational instructors and local school administrative personnel, these guidelines suggest ways for improving the vocational education of mainstreamed special needs students by providing supportive services to best meet visually handicapped, orthepedically impaired, seriously emotionally disturbed, or learning disabled). The first of six sections discusses the identification of and prescription for students with special needs. Section 2 relates instructional supportive services and the role of the vocational instructor. The third section expands upon the relationship of guidance and counseling services and the role of the vocational instructor. Section 4 discusses the identification of job opportunities, job placement, and follow-up services and the role of the vocational instructor. The fifth section describes corrective and other supportive services designed specifically for those students with physical related problems and supportive services available outside the local school. The final section describes funding provisions for excess costs involved in providing supportive services for special needs students in regular vocational education programs. A sample listing of out-of-school support agencies providing support to persons with disabilities is given. (LRA)

ED 174 856 CE 022 577

Hensley, James

Affecting Work Attitudes, Work Habits, and Employability Skills of the Rural Vocational Learner. Final Report.

Montgomery County Board of Education, Mount Sterling, Ky.

Spons Agency-Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date-Jul 79

Note-66p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Behavior Change, Career Planning, *Changing Attitudes, Economics, Industry, *Job Skills, Personal Values, Postsecondary Education, Rural Dropouts, *Rural Education, Rural Population, Rural Youth, Secondary Education, *Training, *Vocational Education, Vocational Maturity, *Work Attitudes

Identifiers-Employability Skills, Work Values Inventory

Based on a survey of seventeen Kentucky industries which revealed common problems of the rural worker, this project attempted (1) to design and field test a vocational development program that will increase the knowledge base concerning the economics of industry in the rural vocational student and (2) to design and field test a curriculum component that will affect the employability skills, the work attitudes, and habits of the rural learner in an industrial setting. A research and control group each contained ten secondary students, ten high school dropouts enrolled in a Comprehensive Employment and Training Act (CETA) Industrial Training Project, and ten postsecondary students employed in industry. Two pretest and posttest instruments dealing with developing a vocational plan, work habits, the economics of industry, and fifteen work values areas were administered. The research group participated in classroom training on vocational planning, work habits, and the economics of industry. Posttest findings indicated that the factory workers increased in the areas of maturity, security, and supervisory relations. Among the CETA students improvements were made in all fifteen areas of creativity and economic return, and intellectual stimulations. (The locally developed survey instrument and pretest-posttest comparison charts are appended.) (LRA)

ED 174 968 CS 004 969

McConkie, George W. And Others

Toward the Use of Eye Movements in the Study of Language Processing. Technical Report No. 134.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date-Aug 79

Contract-400-76-0116

Note-48p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Eye Movements, *Language Processing, *Perception, *Reading Processes, *Reading Research, Reading Skills, *Silent Reading

Identifiers-*Center for the Study of Reading (Illinois)

Three problems in the use of eye movement data for the study of language processing are discussed in this report: the perceptual span problem, the data summary problem, and the eye-mind lag problem. Recent research on perception during reading that bears on these problems is also described. Finally, a general approach to the use of eye movement data for studying language processing, based on present knowledge of perceptual processing and eye movement control during reading, is presented. (Author/FL)

ED 175 033 CS 205 080

Lawson, Anita S.

Teaching Research as a Reading Skill.

Pub Date-Apr 79
Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *English Instruction, Higher Education, *Reading Comprehension, *Reading Skills, *Research Skills, Teaching Techniques, *Writing Skills

Teaching college freshman composition students how to write a research paper can be used as a way of emphasizing reading and comprehension skills as well as helping them learn to test the conclusions of other research. Research work should require more than an introduction to the Dewey Decimal System and the tools of the research room, it should require such skills as reading for thesis and development, separating facts from opinions, and testing both. Taking good notes requires the ability to paraphrase, to summarize, to quote, and to decide when to do each. Some assignments that help develop such skills include reading and analyzing good essays based on research, corroborating evidence found in such essays, reading responses to essays such as letters to editors, identifying the differences between factual and editorial writing, learning to make attribution either internally or in footnotes, and preparing an independent project that indicates a mastery of the other skills. (TJ)

ED 175 055 CS 205 125

Misisco, Peter

Format Comparison of the Old and New Esquire: A Survey of Graduate Communication Students.

Pub Date-Aug 79

Note-29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiences, Comparative Analysis, *Design, *Design Preferences, *Graphic Arts, Journalism, *Layout (Publications), *Media Research, *Periodicals

Identifiers-*Esquire Magazine

A survey of 194 graduate students compared the old and new formats of Esquire'' magazine, combining two issues of each format in a sequence of four viewing pairs (to negate possible bias effects of content). The subjects indicated their preferences and reasons for preferences for old and new logos, typefaces, tables of content formats, cartoon material, headline styles (including departmental and editorial displays), and overall style. The findings showed a respondent preference for the newer format in all the graphics areas except cartoon material. (The cover letter and questionnaire are appended.) (RL)

Community Education Library and Reference Index. First Edition.

Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.
Pub Date-Jan 79
Note-139p.
Available from-Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903 ($7.75; quantity discounts; 10% added for shipping on billed orders; make checks payable to University of Virginia'')
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Audiovisual Aids, *Community Education, Community Involvement, *Community Schools, Grants, Reports, Research
Identifiers-Mid Atlantic Center for Community Education

This index catalogs materials contained in the library of the Mid-Atlantic Center for Community Education at the University of Virginia. This library houses a professional reference collection of specialized publications, studies, reports, audiovisual materials, and other information related to the philosophy of community education and the community school concept. Materials are not for circulation but are available for use at the center. (Author/JM)

ED 175 121 EA 012 028

Licata, Joseph W.

Learning to Lead: Learner Perception of an In-Service Alternative in School Administration.

Pub Date-22 Feb 79

Note-27p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Kiawaha Island, South Carolina, February, 1979)

Pub Type- Speeches/Meeting Papens (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Attitudes, *Administrator Education, *Administrator Role, Elementary Secondary Education, *Inservice Education, *Problem Solving, *Task Performance

Identifiers-*Project ROME

The purpose of this paper was to examine school administrators' perceptions of Project ROME (Results-Oriented Management in Education) and more traditional learning experiences, like educational administration course work at the college level. Also examined was the perceived relationship of instructional alternatives (Project ROME) to role and performance in school administration. The semantic differential technique was used to assess school administrator attitudes about the relative goodness of 31 concepts. Results indicated that school administrators (1) perceive school problem-solving as a key process in administration, (2) perceive clinical training alternatives, like Project ROME, as being more relevant to problem-solving than more traditional alternatives, (3) perceive such alternatives at least as relevant to performance as traditional alternatives, and (4) perceive professional relationships with peer and teaching staff as essential. The paper concludes that research like the foregoing can help in understanding how school administrators and learners learn and thus how school organizations improve. (Author/LD)

ED 175 250 FL 010 449

Bishop, Russell H. And Others

Assessing Bilingual Instructional Practices and Outcomes: A Precision Approach to an Old Dilemma.

Brigham Young Univ., Provo, Utah. Coll. of Education.

Pub Date-Apr 79

Note-90p.; Paper presented at the meeting of the American Education Research Association Meeting (San Francisco, California, April 1979). Some tables may be difficult to read because of marginal legibility of the original document

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Bilingual Education, Bilingual Students, Bilingual Teachers, Computer Managed Instruction, *Educational Assessment, English, Language Dominance, Language Instruction, *Language Planning, Language Programs, Language Research, *Language Usage, Needs Assessment, *Second Language Learning, Sociolinguistics, Spanish, Student Attitudes, Student Reaction, *Student Teacher Relationship, Teacher Attitudes, Teacher Influence, Teaching Methods, Teaching Techniques

Identifiers-*Bilingual Programs

This research report reflects the use of precision teaching techniques incorporated into a microcomputerized observational system to assess bilingual instructional practices and student outcomes. Three local educational agencies were monitored to assess the relationship between the demographic background of the student and the interactive profile of the teacher in relation to instruction, equity of attention, and teacher mobility. Outcomes included the student response types and his self report on understanding instructions and language used to process information. Findings suggest that the research procedures and technology used provide a broad evaluation base built upon a substantial amount of quality data. (Author)

ED 175 292 FL 010 739

Trabert, Judith A.
Expectancies for Success or Failure: A Role in Foreign Language Learning?
Pub Date-77
Note-6p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Aptitude, Expectation, *Failure Factors, Language Ability, *Language Attitudes, *Learning Motivation, *Second Language Learning, *Self Evaluation, *Success Factors

Studies of motivation as a factor in learning success imply that, in second language learning, low self-expectancy for success leads to a low level of motivation no matter how attractive foreign language programs might be. The belief that there is no causal connection between his or her own behavior and learning success prevents the learner from expending necessary effort. If it is discovered that high aptitude for foreign language learning coincides at times with low motivation, research should be carried out to determine if low self-expectancy is a factor in this combination. Affirmative results from such research would point to further studies to determine the various bases for low self-expectancy; these might include sex, quality and amount of previous experience, and vicarious experience. (JB)

ED 175 311 HE 011 537

Davis, D. J. Hermann, G. D.

The Role of Multipurpose C.A.Es: The Institutional and Staff Perspectives 1974-1975. C.A.T. Education Monograph No. 24.

Macquarie Univ., North Ryde (Australia). School of Education.

Pub Date-Feb 78

Note-111p.

Available from-Centre for Advancement of Teaching in Macquarie University, North Ryde, 2113, Sydney N.S.W., Australia

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Administrator Attitudes, *College Role, *Educational Policy, Foreign Countries, Industrial Education, Institutional Characteristics, *Postsecondary Education, Statistical Data, Surveys, *Teacher Attitudes, Universities, *Vocational Education

Identifiers-*Australia

The attitudes and ideologies of staff and institutional administrators concerning the role of the multipurpose colleges of advanced education in tertiary education in Australia were investigated. The data for the investigation were gathered using two different questionnaires sent to academic staff in civil and mechanical engineering, architecture and building, business studies, and chemistry within 11 metropolitan multipurpose colleges of advanced education. Data on the perspectives of the institutions and coordinating bodies were obtained through a similar questionnaire sent to the Australian Council on Awards in Advanced Education, the State Co-ordinating Boards, and directors of multipurpose colleges of advanced education. A number of different ideologies are being held regarding the role of the multipurpose colleges of advanced education, and neither the institutions nor the staff universally accept any one of the ideologies to give the colleges of advanced education a common identity. Among the institutions, the larger colleges of advanced education seem to view their role as being very similar to that of universities, while the smaller ones sharply distinguish between themselves and universities. The central difference of opinion among the staff is the relative support that should be given to the notion of the colleges of advanced education maintaining equality of esteem with the universities while providing more vocationally, industrially, and community-oriented course programs, having entry requirements less academically rigid than universities, and providing conditions more suitable to the part-time student. Statistical analysis of the questionnaire responses is appended. (SC)

ED 174 778 CE 022 146

Nazario, Nancy

Moving toward Sex Equity in Vocational Education. A Study in Five Parts.

Spons Agency-California State Dept. of Education, Sacramento.

Pub Date-Dec 78

Note-604p.; Document prepared through the California Occupational Information Coordinating Committee; Best copy available

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055) - Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Role, Affirmative Action, Annotated Bibliographies, Comparative Analysis, Counselor Role, *Enrollment Trends, *Equal Education, Females, High School Students, Junior College Students, Males, Postsecondary Education, Research, Research Projects, Secondary Education, *Sex Discrimination, Sex Stereotypes, State Surveys, Student Interests, Teacher Role, *Vocational Education, *Vocational Interests

Designed to be used to identify and implement strategies to achieve sex equity in California vocational education programs, this document consists of five products of a research project on sex bias and sex stereotyping. Part A is a glossary of terms associated with sex equity. Part B is a checklist intended to aid teachers, counselors, and administrators identify sources of sex bias in their schools and to suggest specific actions they can take to achieve sex equity. Part C, the major portion of the study, presents five years of data on female/male high school and community college enrollment and completion for vocational education programs in California. Part D provides data which compare student occupational interests with vocational education program enrollments. Part E is an annotated bibliography of some of the literature surveyed for the project. (LMS)

ED 174 798 CE 022 336

Guide for Implementation of Consumers' Education in Rural, Suburban and Urban Settings.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.
Pub Date-Jul 79
Note-274p.; Not available in hard copy due to reproducibility problems
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Consumer Education, Consumer Protection, Credit (Finance), Financial Services, Integrated Curriculum, Money Management, *Performance Based Education, Purchasing, Rural Environment, Secondary Education, Suburban Environment, *Teaching Techniques, Urban Environment

A competency based guide designed to assist teachers in integrating consumer education into classroom instruction at the secondary level is provided. The content is organized into three sections: (1) teaching strategies, (2) consumer education tests, and (3) bibliography of general resources for teachers. The teaching strategies section, which is the major portion, consists of competency activity sheets, descriptions and examples of selected activities, and an annotated bibliography of resources for each of five competency areas: money management, financial institutions, credit, purchasing goods and services, and consumer protection. The second section consists of three consumer education tests: a consumer profile survey used to determine students' attitudes toward consumer education and to develop a profile of students' consumer behavior, and two pre- and posttest instruments designed to measure consumer knowledge. The third section contains a bibliography of teacher resources providing such information as price, source, brief description of content, and intended audience. (JH)

ED 174 817 CE 022 413

Sarapin, Marvin I.

Implications of Developmental Tasks and Instructional Content in Curriculum Development.

Purdue Univ., Lafayette, Ind. School of Technology.

Pub Date-27 Feb 79
Note-19p.; Paper presented at the American Industrial Arts Association National Conference (41st, San Antonio, Texas, February 27, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum, *Curriculum Development, *Developmental Stages, Elementary Education, *Human Development, *Industrial Education, Program Content, Secondary Education
Identifiers-Maryland

Over the past several decades, there has been considerable concern for improving industrial arts education. The process of program and curriculum improvement involves not only the improvement of instructional content, but also the improved utilization of available information concerning the growth conditions of the learners a program is intended to serve. The concept of developmental tasks can provide the curriculum developer and educational practioner a useful tool to help identify what students are internally attempting to accomplish at their specific stage of development. A number of states have adopted new guidelines for industrial arts curriculum revision and improvement. The Maryland Industrial Arts State Guide'' identified four stages of development associated with the majority of the state's industrial arts programs. During the 1977-78 school year and summer, several local education agencies in Maryland conducted county-wide curriculum development workshops for industrial arts teachers to apply the foundation presented in the Maryland Guide.'' Using a five-step process, the teachers were able to develop and revise instructional programs according to the growth and development of the students. (JH)

ED 174 901 CG 013 692

Perlman, Baron And Others

Job Satisfaction and Attitudes of Professionals in Two Community Mental Health Centers.

Pub Date-30 Mar 79
Note-29p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (25th, New Orleans, Louisiana, March 28-31, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Personnel, *Administrator Attitudes, Community Agencies (Public), *Counselor Attitudes, *Counselor Role, *Job Satisfaction, Mental Health Clinics, Perception, *Professional Development, Professional Personnel, Statistical Analysis

Job satisfaction levels and attitudes of 47 administrators and outpatient staff working in two comprehensive community mental health centers were compared using multivariate analysis. No significant differences were found between administrators and staff, nor were any inter-agency job satisfaction differences noted. However, the agencies were differentiated with respect to specific perceptions related to political issues, intra-organizational communication, and use of individual initiative. Professional males who work in mental health agencies have job satisfaction levels lower than other comparably educated individuals, despite favorable perceptions of their work. (Author)

ED 174 925 CG 013 716

Hummel, Thomas J.

Defining and Researching the Personal-Emotional Development of a Counselor Trainee.

Pub Date-Apr 79
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, Counselor Attitudes, Counselors, *Counselor Training, Emotional Development, *Emotional Response, Helping Relationship, Higher Education, *Individual Development, Interaction Process Analysis, *Physiology, Psychological Patterns, *Response Mode, *Skill Development

Skills training, personal-emotional development, and cognitive development are areas of importance in counselor training and education. Emotion, defined as the counselor's experiencing a strong feeling accompanied by physiological activity and the interruption, however momentary, of the counselor's ongoing cognition, is a critical factor in counselor-client interaction. Although some may object to this view of empathic responding as a skill which requires no emotional response on the part of the counselor, empathic responding in and of itself is not taken as a necessary indication of counselor emotion because of the operationalization of empathic responding in terms of rating scales and models for training which can be learned by trainees. Thus, counselor personal-emotional development is appropriately defined as a generalized change of the individual's internal feelings from ones which characteristically inhibit behavior consistent with the values and ethics of the counseling profession to ones which are productive and consistent with professional values and ethics. (Author/HLM)

ED 174 947 CS 004 931

Kleiman, Glenn M.
The Scope of Facilitation of Word Recognition from Single Word and Sentence Frame Contexts. Technical Report No. 133.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (DHEW), Washington, D.C.; Public Health Service (DHEW), Washington, D.C.
Pub Date-Jul 79
Contract-400-76-0116
Note-61p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Associative Learning, Concept Formation, *Context Clues, *Language Processing, *Linguistics, Models, *Reading Research, Research Methodology, Semantics, *Visual Perception, *Word Recognition
Identifiers-*Center for the Study of Reading (Illinois), Schema Theory

Two experiments explored whether the facilitatory effect of context on lexical decisions is limited to words subjects generated when given the context as a prompt in a production task, or if the effect is wider in scope. The first experiment provided evidence of a wide scope of facilitation from single word contexts. In the second experiment, the contexts consisted of sentences with the final word deleted. Norms were collected to determine the most common completion for each sentence frame. The experiment yielded three main findings: (1) lexical decisions were fastest for words that were the most common completions; (2) among words not given as completions in the norming procedure, decisions were faster for words related to the most common completions than for words unrelated to the most common completions; (3) among words that were not produced as completions, decisions were faster for words that formed acceptable completions than for words that did not. These relatedness'' and sentence acceptability'' effects were independent, so that the relatedness effect held even when the target words formed anomalous sentence completions. To account for these results, a model combining two types of processes is required. In one such model, schematic knowledge operates upon a semantic network to activate particular nodes, and this activation spreads to related concepts. (Author)

ED 174 991 CS 204 992

Planchon, John M. Huttenstine, Marian L.

Management Consideration of Advertising: Is It Worth the Price?

Pub Date-Aug 79

Note-37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Business Responsibility, *Communication (Thought Transfer), Constitutional Law, *Federal Regulation, *Legal Responsibility, *Persuasive Discourse, *Supreme Court Litigation

Identifiers-*Advertising

This paper gives an overview of the legal environment of advertising as it is influenced by the Supreme Court and by the Federal Trade Commission (FTC) and provides some clues as to what advertisers might expect in that environment in the future. Using a thematic approach to examine the current FTC and judicial system views of advertising as a source of consumer information, the paper then considers the development of the FTC's criteria for regulating unfair and deceptive advertising practices. It underscores the environment of uncertainty within which the advertiser operates, noting that it is an environment in which advertising is extended First Amendment protection and encouraged as an important source of consumer information on the one hand and on the other is subjected to the restraints of prior substantiation and regulation based on the FTC's expertise. (Author/TJ)

ED 175 208 EC 120 161

Taylor, Trent Rayder, Nicholas

Some Myths and Misunderstandings About People Who Differ: A Listing.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date- 78

Note-14p.; For related information, see EC 120 162

Pub Type- Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Changing Attitudes, *Handicapped Children, *Stereotypes

Seventeen myths and misunderstandings affecting disabled and handicapped persons are listed and responded to. It is explained that the listing was developed to abolish stereotyped notions of handicapped children and adults. Among myths listed are that deaf people lead totally different lives than others; mentally retarded persons have strong, uncontrollable sex drives; all persons with a hearing loss can read lips; all wheelchair users are paralyzed and confined' ' to their wheelchairs; it is rude for children to be curious about a wheelchair to a wheelchair user; people with a disability expect non-disabled people to help them; the future is bleak for disabled children; and disabled children have a heart of gold. (CL)

ED 175 330 HE 011 634

Armstrong, Merilyn

The Assessment of Class Participation in the University of New South Wales Law School. TERC Research and Development Paper No. 45.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.
Report No.-TERC-45
Pub Date-Dec 76
Note-35p.; Figure 1, Comparative Legal System Marks,'' may not reproduce well
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Participation, Discussion (Teaching Technique), *Evaluation Methods, Graduate Students, Higher Education, Institutional Research, Law Schools, *Legal Education, Professional Education, *Student Attitudes, *Student Evaluation, Student Participation, *Teacher Attitudes
Identifiers-*University of New South Wales (Australia)

Data resulting from staff interviews and a student questionnaire on assessment of class participation in the University of New South Wales Law School is presented and discussed. Courses at the law school are based on the discussion method of teaching, and evaluation of class discussion has become an important assessment procedure. Twelve of the law school's 59 professors were interviewed. The questionnaire was completed by 390 students, representing 37 percent of the enrolled students. Major reasons given by the professors for assessing class participation, procedures used in the assessment, and problems encountered by the professors in assessing class participation are presented and analyzed. Student opinions with regard to whether class participation should be assessed, the undesirable effects of the assessment, and methods to be used for assessment of class participation are presented and discussed. In general, both staff and students agreed that class participation should be assessed, although most lecturers stated that this form of assessment should not be compulsory for all courses and classes. A copy of the student questionnaire is appended. (SC)

ED 175 079 EA 011 574

Radnor, Michael Hofler, Durward

Policy Studies in Research, Development and Innovation. Part Two.

Northwestern Univ., Evanston, Ill. Center for the Interdisciplinary Study of Science and Technology.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 77
Note-473p.; For related documents, see EA 011 570-573
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Comparative Analysis, *Developing Nations, Educational Research, Energy Conservation, Federal Programs, Information Dissemination, Information Utilization, Innovation, Policy Formation, Program Development, *Program Planning, Regional Laboratories, *Regional Programs, *Research, *Social Science Research, *Technological Advancement
Identifiers-Division of Industrial Energy Conservation, *National Institute of Education, *Policy Analysis, Research and Development, Research Development and Innovation

Part 2 of a two-part series, this volume presents five separate policy studies done using a contextual research, development, and innovation (RD & I) analysis framework developed by the authors. The studies are intended to demonstrate the requirements and possibilities for policy analysis in the RD & I arena and the utility of the framework for facilitating such endeavors and for providing structures to the knowledge and literature in this field. The first policy analysis was done for the National Institute of Education and deals with regionalism in education RD & I. The second analysis is an introduction to using a contextual approach to program planning. Research and development (R & D) coordination in the social science context is dealt with in the third analysis. The fourth deals with analysis, selection, and planning of programs by the Division of Industrial Energy Conservation of the Energy R & D Administration. The fifth analysis is a contextual approach to development and the role of technology in developing nations. (Author/JM)

ED 175 100 EA 011 984

Cook, Nancy C.

Facility Use Patterns. Research Report 79-101.

Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.
Pub Date-79
Note-75p.; For related documents, see EA 011 985-986
Available from-Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903 ($3.75; quantity discounts; 10% added for shipping on billed orders; make checks payable to University of Virginia")
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, *Community Education, Community Schools, Elementary Secondary Education, *Facility Utilization Research, *Research Needs, Shared Facilities

The first part of a three-part assessment of community education research needs, this report attempted to formulate research questions and identify research needs related to facility use in community education. It begins with a glossary and a historical review of facility use as it relates to community education. Four forms of facility use (extended use, joint use, reuse, and multiple use) are identified. A review of research describes research studies on facility use patterns that relate to community education. The report concludes with a list of 28 critical questions for researchers in community education to examine. A ten-page list of sources consulted by the authors is included. (Author/JM)

ED 175 144 EA 012 054

Etheridge, George W. And Others

Home-School Relations: Together We Stand or Divided We Fail.

Pub Date-Jun 79

Note-33p.; Paper presented at the International Congress on Education (2nd, Vancouver, British Columbia, June 17-20, 1979); Not available in paper copy due to light print of original document

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Secondary Education, *Parent Attitudes, *Parent Participation, *Parent School Relationship, *Schools, *Teachers

Parents usually depend on educators to initiate parental involvement in education. This project assessed the attitudes of 104 low income, inner city black parents toward their child's school and how the parents saw themselves as being involved in their child's education. Subjects represented a random sample of parents whose children attended four schools (two elementary and two secondary) within a large, mid-south urban school system. Data were collected by interviewers who visited the home and conducted a structured interview of about one hour. The interview schedule consisted of 27 Likert-type questions on parents' attitudes about education, how parents see their involvement with their child's school, and parents' role in helping their child at home with school-related work. Three open-ended questions on parental concerns about education, teachers, and student competence completed the interview. The major findings were that the parents thought education was important and that schools were basically doing a good job and were concerned about their child's progress in school. Parents expressed their desire to stay informed of school business and to work in a supportive, facilitative role rather than a decision-making role. (Author)

ED 175 166 EC 115 056

Arlington Public Schools Experience-Based Career Education Program for Handicapped Senior High School Students. Final Evaluation Report, October 1, 1977 - September 30, 1978. Semi Annual Report, August 1, 1978 - January 30, 1979.

Arlington County Public Schools, Va.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.-554AH70446
Pub Date-79
Contract-G0077C0098
Note-43p.; Print quality is marginal and may not reproduce well in hard copy
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Education, Career Exploration, *Handicapped Children, *Program Evaluation, Secondary Education, Senior High Schools, Vocational Adjustment, *Work Experience Programs

The report details the Experience-Based Career Education program (EBCE) for handicapped senior high students. Among start up activities considered are collaboration with the Division of Vocational Rehabilitation, inservice training, recruitment and selection of students, and curriculum and site development. Second-stage activities (implementation of the program) are explained to include providing students with career exploration experiences, matching students to employment experience sites, and monitoring student progress at the sites. More than half of the report is composed of a third party evaluation of the project which reviews project processes and outcomes and indicates that all major process objectives of the project were achieved. Appended are sample parent and resource person opinion surveys. (CL)

Cook, Paul F. Kaplan, Carol B.

Vocational Training and Placement of the Severely Handicapped. Summary Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Jun 77

Contract-300-75-0345

Note-16p.; For related information, see EC 120 427-428

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Job Placement, *Research Methodology, *Research Needs, Secondary Education, *Severely Handicapped, *Vocational Education

The document summarizes the Vocational Training and Placement of the Severely Handicapped Project (VOTAP), a project designed to determine: (1) potential vocations for severely handicapped youth and adults; (2) what vocational training programs are available for the severely handicapped; (3) whether effective job placement programs exist; and (4) what research and development activities might contribute to improved career/vocational education opportunities. Sections address VOTAP components which involve development of an annotated bibliography and a national survey of programs, identification of vocational opportunities, description of training programs and placement services, recommendations of research and development activities, and project dissemination and impact. (SBH)

ED 175 272 FL 010 555

Ainsa, Serge M.
A Contrastive Analysis of the French and Spanish Phonetical and Phonological Systems.
Pub Date-Aug 74
Note-94p.; M.A.Thesis, Brigham Young University
Language-Spanish
Pub Type- Reports - Research (143) - Dissertations/Theses (040)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Consonants, *Contrastive Linguistics, *French, Graphemes, Language Instruction, Phonemes, *Phonetics, *Phonology, *Second Language Learning, *Spanish, Spanish Speaking, Stress (Phonology), Vowels

This research is an analysis of the French and Spanish phonological, phonetic, and graphemic systems. A contrastive analysis is used to show the differences that can create problems to the Spanish speaker learning French. For the benefit of Spanish speakers, all of the materials included have been prepared in Spanish. The first chapter defines the problem of teaching French to the Spanish speaker. The second chapter reviews the literature about French and Spanish phonology and morphology. The third chapter discusses the vocalic and consonantal differences between the two languages, followed by: (1) a solution to help Spanish speakers learn the new phonemes and allophones, and (2) appropriate phological and phonetic drills. The fourth chapter discusses the differences in intonation and includes practice drills. (Author/NCR)

ED 174 878 CG 013 666

Sloan, Tod S.
Typological Approaches to the Assessment of Medical Student Personality.
Pub Date- 74
Note-15p.; Not available in hard copy due to marginal legibility
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Objectives, Higher Education, *Medical Students, Methods, Motivation, *Personality Assessment, Personality Development, *Personality Studies, *Research Methodology, *Self Concept, Typology

Several propositions concerning methodology of personality research in educational settings are presented in the context of medical school students. Academic performance, attrition, student satisfaction, and personality and value changes are discussed in their direct relation to institutional goals and objectives. Personality factors are of special importance since they encompass all possible non-demographic and non-intellective dimensions on which individuals might differ. Content analysis of spontaneous self-descriptions is most useful in assessing the whole individual. Tables present results of student scores and informational categories. (Author/BEF)

ED 175 012 CS 205 049

Woodman, Leonora

Using In-Service Workshops to Explore Common Concerns.

Pub Date-Apr 79
Note-9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College High School Cooperation, *Composition (Literary), *English Instruction, Grammar, *Inservice Teacher Education, *Minimum Competency Testing, Secondary Education, *Writing Skills

Many secondary school English teachers have had no formal training in the teaching of writing and consequently equate written discourse with language propriety. This has been aggravated by the back to basics movement that has influenced secondary teaching across the country especially as it has led to the development of legislation establishing standards for minimum competence to be determined through testing. Two kinds of testing appear to be widespread: standard achievement tests and performance examinations that test a student's ability to perform a specific task. Few of these tests require a writing sample, assuming that a student who can pass an objective test on usage, grammar, spelling, and mechanics is a good writer. This assumption ignores numerous studies showing that the study of grammar has a negligible effect on writing ability. The unversity has a stake in the improved writing of secondary students and might provide inservice workshops to forge closer ties with secondary teachers. One model is the Bay Area Writing Project, an extended workshop that requires teachers themselves to engage in the writing process. An alternative is a two-day presemester institute with sessions on sentence combining, strategies of invention and evaluation, error remediation, professional literature, peer criticism, and curriculum planning. (TJ)

ED 175 056 CS 205 129

Marksberry, Mary Lee
What Is Being Assumed?
Pub Date- 76
Note-16p.; Guide prepared at the University of Missouri, Kansas City
Pub Type- Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), Deductive Methods, Elementary Education, Logic, *Logical Thinking, Persuasive Discourse, Teaching Techniques, *Thought Processes

The development of the ability to identify unstated assumptions in arguments should begin in the kindergarten and elementary school if a high level of proficiency is eventually to be reached in sizing up assertions. A clear thinker needs to make sure that propositions are clear by making unstated assumptions explicit. Since children commonly use the behavior of adults to direct their own, parents and teachers should demonstrate both in and out of the classroom that they are using unstated assumptions in their thinking processes and decision making. (The paper includes sample adult/child dialogues that suggest ways adults can help children develop a familiarity with the process of identifying unstated assumptions.) (AEA)

ED 174 761 CE 021 601

Ausburn, Lynna J.

Impact of Learning Styles on Air Force Technical Training: Relationships among Cognitive Style Factors and Perceptual Types. Interim Report for Period January 1977 - January 1978.

Oklahoma Univ., Norman. Coll. of Education.

Spons Agency-Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No.-AFHRL-TR-78-91(1)

Pub Date-May 79

Contract-F33615-77-C-0047

Note-35p.; For a related document see CE 021 591

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Style, *Discriminant Analysis, *Haptic Perception, Learning Modalities, Military Personnel, *Predictor Variables, *Technical Education, Visual Acuity, *Visual Learning

Identifiers-Field Dependence Independence, Leveling Sharpening Dimension, Reflectivity Impulsivity

A U.S. Air Force study was designed to investigate simultaneously four cognitive styles field dependence-independence, reflectivity-impulsivity, leveling-sharpening, and visual-haptics. A sample of 206 undergraduate volunteers at the University of Oklahoma were tested with the Successive Perceptual Test I (SPT-I), the Hidden Figures Test (HFT), Matching Familiar Figures (MFF), and the Leveling/Sharpening House Test (LSHT) in order to assess their cognitive styles. The obtained data were analyzed in three stages: (1) chi-square tests were used to compare obtained distributions of visual and haptic perceptual types in the field independent, field dependent, reflective, impulsive, leveling and sharpening groups with Lowenfeld's theoretical distribution of 50% visuals, 25% indefinites, and 25% haptics; (2) four variables of score on HFT, errors on MFF, mean latency on MFF, and leveling-sharpening ratio on LSHT were tested in a step-wise discriminant analysis to determine if they could predict or discriminate between visual and haptic perceptual types; and (3) finally, the relationships among the variables of the study were further explored with a factor analysis. Results indicated that although the constructs overlapped somewhat, each cognitive style has enough unique characteristics that each must be considered individually. It was suggested that when using cognitive styles as a variable in future research with Air Force Technical training, perhaps requirements of specific tasks involved in the training will dictate which of these cognitive styles holds the most promise. (BM)

Lawrence, Layle D.

Exploring Agribusiness and Natural Resources. Competency Based Education Curriculum. Teacher's Guide.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date-Jun 79
Note-74p.; For a related document see CE 022 472
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Agribusiness, Agricultural Engineering, Animal Science, *Career Exploration, Forestry, Horticulture, Job Skills, Junior High Schools, *Natural Resources, *Occupational Information, *Performance Based Education, Plant Science, *Prevocational Education, Resource Materials, Soil Science, Teaching Methods

This teacher's guide accompanies a competency-based, prevocational exploration curriculum in agribusiness and natural resources (CE 022 472). The teaching plan was designed to acquaint students with career opportunities in these fields and to expose them to a sample of skills required for success in the various related occupations. Approximately forty-five class periods are required to complete the exploration units, which were developed for use at eighth- and ninth-grade levels. Essential references, teaching aids, materials, and equipment are listed in this manual. Competency sheets are included for the following eight units covered by the curriculum: agricultural business; animal science; horticulture; agricultural products processing; plant science; soil science; agricultural mechanics; and natural resources. In addition, student competency sheets are included for an introductory unit and a unit on developing career plans. Each student competency sheet includes exploration area; occupational task; task competencies; student performance objective; suggested resources and procedures; and evaluation procedures. An overall evaluation checklist of the exploration experiences is found at the end of the instructional units, along with a list of fun activities and some sources for career information. (BM)

Schroeder, Carolyn S.
The Psychologist's Role in P.L. 94-142: Consultation Strategies With Peer Groups of Handicapped Children.
North Carolina Univ., Chapel Hill.
Spons Agency-Public Health Service (DHEW), Arlington, Va.
Pub Date-29 Aug 78
Grant-HD-03110
Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Not available in hard copy due to marginal legibility ; Sponsored in part by the M.C.H. Project No. 916
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Changing Attitudes, Child Advocacy, Consultation Programs, *Counselor Role, Elementary Secondary Education, *Handicapped Students, Interaction Process Analysis, *Mainstreaming, *School Psychologists, Sex Differences, *Student Attitudes
Identifiers-*Education for All Handicapped Children Act

The role of the psychologist in the implementation of the six key principles of Public Law 94-142, The Education for All Handicapped Children's Act is one of an advocate and consultant relationship to the school. A strategy for consulting with non-handicapped peers of handicapped children at the junior high school level was investigated with a semantic differential to assess attitude change. Girls showed more positive attitude changes after consultation and boys' attitudes became more negative. (Author)

ED 174 969 CS 004 971

Einhorn, Judith Ann

Sustained Silent Reading Practice: Its Effects upon Student Reading Habits and Attitudes toward Reading.

Pub Date-May 79
Note-95p.; M.Ed. Thesis, Rutgers The State University of New Jersey
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education, Grade 5, *Independent Reading, *Reading Habits, Reading Instruction, *Reading Interests, *Reading Research, Student Attitudes
Identifiers-*Reading Attitudes, *Sustained Silent Reading

Eighty-one fifth grade students from a suburban parochial school were randomly assigned to one of two treatment groups in a study designed to determine the effect of daily sustained silent reading (SSR) on student reading habits and attitudes toward reading. One teacher supervised 40 students in daily fifteen-minute periods of SSR, using classroom, library, and student materials. Two teachers instructed 41 students for equal periods of reading skills practice, using commercially prepared kits. In addition, students kept a record of their self-selected reading. After ten weeks, all the students took the Estes Reading Attitude Scale (Elementary Form) and reported the total numbers of books and pages read. Results of t-tests performed on these data indicated no significant differences in attitude and amount of independent reading between experimental and control groups, between boys across treatment groups, and between girls across treatment groups. Boys in the control group did complete significantly more books than boys in the experimental group, but this finding probably occurred because the most popular SSR reading materials seemed to be current magazine articles rather than books. (Author/RL)

ED 174 992 CS 205 009

Morris, Barbra S.

Videotape and Writing in the University of Michigan Assessment.

Pub Date-Apr 79

Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), Educational Research, Expository Writing, Higher Education, *Student Evaluation, *Student Placement, Teaching Techniques, *Videotape Recordings, *Visual Stimuli, *Writing Exercises, Writing Skills

The development and testing of a visual stimulus for writing, to be used in the initial assessment of liberal arts students at the University of Michigan, is described in this paper. The paper first discusses the questions considered by the university committee charged with establishing the assessment process regarding student writers' fluency, performance, and reaction to visual and written stimuli. It then describes the production of a video stimulus and its test with 270 undergraduate students, and notes that the comments of readers (who did not know which stimulus students had received) indicated that students performed slightly better from the visual stimulus, using more complex, individualized, and well-balanced arguments. Finally, paired responses are taken from sample student essays to illustrate readers' observations. (AEA)

ED 175 034 CS 205 082

Broussard, E. Joseph Blackmon, C. Robert

Principals, Courts, and First Amendment Rights.

Pub Date-Aug 79
Note-13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Qualifications, *Constitutional Law, Court Cases, Court Litigation, Educational Research, Faculty Advisors, *Freedom of Speech, High School Students, *Journalism, Knowledge Level, *Principals, *School Newspapers, Secondary Education, Supreme Court Litigation

A questionnaire survey of 42 principals, 61 newspaper advisers, and 48 student editors from 126 secondary schools was conducted concerning their knowledge of communication law in relation to freedom of the press under the First Amendment to the United States Constitution. Relevant court decisions were selected and the circumstances of ten composite cases were formulated. The respondents were asked to indicate for each case how a judge might decide. General information about the respondents' background, education, and journalistic experience was also elicited. Data were tabulated with regard to the relationship between correct response to the case-law items and the general information. Results showed that the principals had the lowest mean score on the ten items, while the advisers scored highest on four and the student editors on six. It was concluded that if the lack of knowledge displayed by principals was not attributable to their answering the questions on the basis of personal values, then more attention should be given to First Amendment rights in education law courses. (Author/FL)

ED 175 122 EA 012 031

Directory of Minority Professors of Educational Administration.
University Council for Educational Administration, Columbus, Ohio.
Pub Date-78
Note-10p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Administration, Higher Education, *Minority Group Teachers

This directory was compiled to facilitate communication among minorities in the professoriate and others interested in the role of minorities in educational administration. To obtain the names of minority professors in educational administration, letters were sent to the 49 member institutions of the University Council for Educational Administration and 318 nonmember institutions with degree programs in educational administration. Followup mailings were then sent to the 193 minority group members whose names had been submitted by their department chairpersons, and of those 193, 34 responded asking to be placed in the directory. Included are names, addresses, phone numbers, and teaching interests. (Author)

ED 175 188 EC 120 043

Rosenfeld, Anne H.

Parent Education in a Pediatric Clinic. Parent-Child Program Series, No. 5.

Mount Sinai School of Medicine, New York, N.Y.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Child and Family Mental Health.

Pub Date-78

Contract-TOPLD-13691-76

Note-13p.; For related information, see EC 120 039-042

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00841-9)

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Change, *Child Development, Disadvantaged Youth, *Economically Disadvantaged, Emotional Development, Intellectual Development, Mothers, Parent Child Relationship, *Parent Education, Parent Influence, *Play, Preschool Clinics, Preschool Education, *Preschool Programs

Identifiers-*At Risk (for Handicap)

Part of a series on early childhood demonstration programs designed to improve early parent-child relationships, stimulate positive child development, and prevent later behavior difficulties, the pamphlet describes a program in which the waiting room of a pediatric clinic for low-income families is utilized to teach parents to help their preschool children develop intellectually and emotionally. Parents visiting the pediatric clinic with children 20-30 months of age are invited to participate in the playroom program, which teaches them play skills they can use with their children at home. Those who choose to join the program are then asked to come to the playroom on a regular basis, with visits coordinated, whenever possible, with pediatric appointments. Each child initially undergoes a developmental evaluation which serves to identify cognitive handicaps requiring special medical and psychiatric services of the clinic. At subsequent appointments, the playroom trainers work individually with parents, who then use their new skills with their own children. Program aspects reviewed include the basic parent education curriculum, program staffing and staff development, and special resources and facilities. A study of children whose parents completed the program revealed apparent behavioral benefits, and showed that the children gained, on the average, 6 IQ points. (DLS)

ED 175 209 EC 120 162

Rayder, N. And Others

Myths & Misunderstandings About People with Handicapping Conditions.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date- 78

Note-31p.; For related information, see EC 120 161

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Handicapped, *Handicapped Children, *Personal Adjustment, *Social Adjustment, *Social Attitudes, Stereotypes

Interviews with six disabled individuals from the Center for Independent Living in Berkeley, California are presented to explore myths and misunderstandings about handicapped persons. The individuals, who are partially sighted, physically disabled, and cerebral palsied, discuss their experiences growing up with a disability, attending school, coping with family and friends' reactions, and adjusting to social attitudes. Suggestions are made for helping to demystify disability for young nonhandicapped children. (CL)

ED 175 251 FL 010 450

Die Deutschen in Wisconsin (Germans in Wisconsin).
Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-WSDPI-Bull-7185
Pub Date-Nov 76
Note-122p.; Some light print
Language-English; German
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Cultural Awareness, *Cultural Background, *Cultural Education, *German, History Instruction, *Language Instruction, Language Skills, Puzzles, Secondary Education, *Second Language Learning, *State History, Vocabulary
Identifiers-*German Americans

The following curriculum units comprise this course book: (1) Germans in a New Home, (2) Contributions of the Germans in Wisconsin, (3) A Letter to Germany, (4) Germans Come to Kingston, (5) First a Soldier, Then a Man of the Church (about Heinrich von Rohr), (6) A Visiting German, and (7) Germans and Music. Each unit begins with a reading of three to seven pages. Many pages are illustrated with pen-and-ink drawings. Vocabulary lists are printed opposite each page of text. Each unit ends with a list of strong verbs and various exercises. An acrostic and a crossword puzzle are appended. The units were designed to foster among ethnic German high school students in Wisconsin an understanding of the contributions that German settlers made to the cultural development of Wisconsin. (JB)

ED 175 293 HE 010 699

Atkinson, Richard C.
Demographics, Dollars and Difficulties in Graduate Education.
National Science Foundation, Washington, D.C.
Pub Date-11 Nov 76
Note-14p.; Speech presented Iowa State University (Ames, Iowa, November 11, 1976)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age, *College Faculty, Declining Enrollment, *Engineering Education, *Enrollment Trends, Federal Aid, Financial Support, Graduate Students, *Graduate Study, Grants, Higher Education, Inflation (Economics), *Science Education, Tenure, Universities

In a discussion of the crisis in graduate education in the sciences and engineering, focus is on factors that threaten American capability to produce world-class science in universities. While finances play a part, the causes are basically structural the rigidity of university faculties, stemming from a significant expansion in tenured positions, and the scarcity of new faculty positions for younger doctoral scientists and engineers. After a rapid growth in universities, due to the post-war baby boom and a growing affluence, federal support declined from 42 percent in 1967 to 23 percent in 1975. Meanwhile cost inflation eroded the value of the dollar, austerity budgets were implemented, and sciences and engineering felt the squeeze. More recently the federal government has increased its basic research fundings (up about 8 percent in 1972 constant dollars). College enrollment is expected to peak in 1980, with about 7.4 million degree students enrolled in colleges and universities; however students enrolled in sciences and engineering are down 12 percent from 1973. It is suggested that the problem of tenured faculty might be met by a government incentive program for faculty who decide to embark on a second career well before retirement age. Other solutions are grants that would free university money to hire young faculty members or the creation of research institutes funded by industry, with tax incentives. (PHR)

ED 174 779 CE 022 155

Valentine, Ivan E. Larson, Milton E.

Preparation and Utilization fo Instructional Packages and Media for Local Directors of Vocational Education (In-Service Education). Final Report.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Note-89p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administrator Education, *Audiovisual Aids, Collective Bargaining, Health Education, Information Dissemination, *Inservice Programs, Instructional Aids, *Learning Modules, Legal Responsibility, Program Development, Program Effectiveness, Safety Education, *Vocational Education

A consortium of the Colorado association of local directors of vocational education, professional staff of the Colorado State Board for Community Colleges and Occupational Education, and personnel of the Department of Vocational Education at Colorado State University planned and developed instructional packages and media for the in-service education of local vocational administrators. The products generated by this project enable the local vocational administrators to earn three semester hours of graduate credit upon completion of the fifteen modules. Existing vocational administrative materials and courses were adapted to a programmed materials format while videotapes, slide-cassettes, and other media to facilitate learning were prepared. Student learning guides and self-evaluation instruments were developed as well as feedback forms. Following the field testing and revision of the curriculum, media, and Teaching Activities Packages, the materials were then duplicated and disseminated. Upon completion of the project activities, it was concluded that the utilization of TV tapes, slide tape presentations, and programmed instructional material is an effective and efficient method for improving leadership and administrative skills for local vocational directors. (The appendixes include the three learning modules on professional negotiations in vocational education, vocational administrators' liability, and a systems approach for a safety and health program.) (ELG)

ED 174 857 CE 022 587

Farmer, Edgar I.

Pedagogical Competencies: Instructional Alternatives for Vocational Teachers Serving the Disadvantaged. Executive Summary.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Pub Date- 79
Note-66p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrator Attitudes, Comparative Analysis, *Disadvantaged Youth, *Educational Alternatives, Inner City, *Teacher Attitudes, *Teaching Skills, Vocational Education, *Vocational Education Teachers

Designed to identify pedagogical competencies that meet the needs of those teaching inner city disadvantaged youth, this study focused on the relationship between the competencies identified as very important by vocational administrators and those identifed as very important by teachers. In addition, the study identified possible instructional alternatives that might be implemented in the curriculum to increase a teacher's success. Ninety vocational administrators and 150 vocational teachers in Pennsylvania made up the sample. All respondents were asked to rate and rank three groups of competencies (execution of instruction, interpersonal and group relations, and classroom management), and administrators were asked to suggest instructional alternatives. Findings indicate that administrators felt the competencies were more important than the teachers did and that male and female teachers differed on their views. In the area of execution of instruction, teachers ranked ability to perceive the world from the students point of view as the highest competency. Among the instructional alternatives suggested by vocational administrators was to use student leaders and other community resources to increase the teachers' ability to perceive the world from the students' point of view. Administrators suggested teachers use role-playing to encourage students to speak out freely. Counseling activities were widely cited as activities that would enhance the attainment of the competencies. (Recommendations for practice and further research are appended.) (LRA)

ED 174 879 CG 013 667

Rodolfa, Emil R. Whalen, Thomas E.
Attitudes Toward the Expression of Incestuous Fantasies.
Pub Date-78
Note-9p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adults, Counselor Role, *Counselors, Family (Sociological Unit), *Family Counseling, *Fantasy, Interpersonal Relationship, Parent Child Relationship, Self Concept, *Sexuality, *Social Attitudes
Identifiers-*Incest

A questionnaire was administered to three groups: 21 therapists counseling incestuous families, 30 counselors working in settings other than those dealing with incest, and 30 members of the general public. The results of an analysis of variance indicated that there were significant differences between the counselors and members of the general public. Nonpsychotic, well functioning people did experience incest fantasies. However, the counselors fantasized more, had better feelings about their fantasies, and reported more types of incestuous fantasies than did members of the general public. The results indicated that counselors were more aware and accepting of feelings and fantasies which the members of the general public consider taboo. Counselors need to help clients become more aware of their own fantasies, resulting behaviors, and the effect of sexual tension in the home on familial interactions. (Author/BEF)

ED 174 926 CG 013 717

Condron, Betsy

College Major Choice and Its Timing.

Pub Date-Apr 79
Note-35p.; Master's Thesis, Wilkes College, Wilkes-Barre, Pennsylvania
Pub Type- Dissertations/Theses (040) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Behavior Patterns, *Career Choice, *College Admission, College Graduates, *College Majors, College Students, *Decision Making, Higher Education, Masters Theses, Student Behavior, *Time Perspective

The effect on college graduation of selecting a college major before college admission was investigated, the hypothesis being that students who enter college undecided about their major study field are as likely to graduate as those who have already decided upon their major. It was assumed there would be no significant difference in the frequency which these two groups changed their college majors or in the frequency of transfer from one college to another. Questionnaires were sent to a sample composed of graduates from an independent secondary school. The test for a significant difference between two independent sample proportions was used to analyze the data. Results provided support for the hypotheses. (Author)

ED 175 312 HE 011 558

Balfour, Linda, Comp.

Statistical Abstract of Higher Education in North Carolina, 1978-79. Research Report 1-79.

North Carolina Univ., Chapel Hill.

Pub Date-May 79

Note-245p.; Some tables may not reproduce well

Available from-The University of North Carolina, General Administration, P.O. Box 2688, 910 Raleigh Rd., Chapel Hill, NC 27514

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Admission, *College Faculty, College Housing, College Libraries, *College Students, Comparative Statistics, *Enrollment Trends, *Higher Education, State Surveys, *Statistical Analysis, Student Characteristics, Student Financial Aid, Transfer Students

Identifiers-*North Carolina

A statistical abstract covering the breadth of higher education in the state of North Carolina is presented. Extensive data on current enrollment, enrollment trends, undergraduate transfers, degrees conferred, faculty, library resources, costs to students, admissions, student financial aid, and student housing are provided. The data, collected and published annually, should be useful to planners and administrators in the colleges and universities and in state agencies in making more effective use of resources allocated to higher education in the state. A glossary is appended. (SC)

ED 175 331 HE 011 635

Barrett, Eve

Mature Age Unmatriculated Students. Progress Report No. 3. TERC Research and Development Paper No. 46.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.
Report No.-TERC-46
Pub Date-Jul 77
Note-15p.; First page may not reproduce well
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Academic Standards, Access to Education, *Adult Learning, *Age Differences, College Students, Foreign Countries, Higher Education, Institutional Research, *Nontraditional Students, *Performance Factors, Student Ability, Universities
Identifiers-*University of New South Wales (Australia)

The performance of three groups of mature age unmatriculated students at the University of New South Wales was studied. The first group consisted of 43 students in their second year at the university. Performance of these students was creditable over a wide range of subjects, with a 76 percent clear pass rate. Of the 63 first-year students in the second group, 71 percent passed all subjects attempted. The third group consisted of 45 students over 25-years-old who satisfied a reduced H.S.C. prescription; 73 percent had a clear pass rate in their first year. Comparison showed that all groups performed well, with performances of the mature age students being slightly better than those of the reduced H.S.C. group. The number of courses appeared to affect the grade outcome, with those attempting fewer courses generally making better grades. (PHR)

ED 174 799 CE 022 344

Cross, Kenneth D.

Bicycle-Safety Education. Facts and Issues.

Anacapa Sciences, Inc., Santa Barbara, Calif.

Spons Agency-American Automobile Association, Falls Church, Va. Traffic Engineering and Safety Dept.

Pub Date-Aug 78

Note-169p.

Available from-AAA Foundation for Traffic Safety, Room 328, 8111 Gatehouse Road, Falls Church, Virginia 22042 ($0.85)

Pub Type- Numerical/Quantitative Data (110) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Accidents, *Bicycling, Demography, Educational Objectives, National Surveys, Problems, Program Development, *Safety Education, *Traffic Accidents

Current information on bicycle-safety education is provided for persons engaged in the development, evaluation, or use of bicycle-safety education programs and materials. Following an introduction to bicycle safety, section II provides a brief description of what is known about the size and composition of the U.S. population of bicycles and bicycle users. Section III describes what is known and not known about the magnitude of the bicycle-accident problem. Separate subsections are devoted to the discussion of bicycle/motor vehicle accidents. Data are presented on the characteristics of the accident-involved operators, the type and condition of the accident vehicles, the type of trip the operators were on when the accident occurred, and the types of accident locations. In addition, the accident-generation process is described for 36 different types of bicycle/motor-vehicle accidents. The accident location and the pre-crash actions of both vehicles are illustrated and discussed for the 25 most frequently occurring types of accidents and educational countermeasures are identified for each type of accident. Section VI contains a discussion and recommendations for specific educational objectives. The report concludes with a summary of the problems and issues that must be resolved before an effective educational program can be developed and implemented. (JH)

ED 174 818   CE 022 422

Education of Managers in Health Services. Report on a Working Group. Dusseldorf: 20 November-2 December 1977.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Report No.-ICP/HSD-043

Pub Date-78

Note-45p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Health Personnel, *Health Services, *Management Education, Nurses, Physicians, Program Development, Public Policy, Research Needs

Identifiers-*Europe, World Health Organization

Presented is the report by the Working Group on the education of managers in health services in the World Health Organization, European Region. The report is organized into the following sections: health care management and managers; key issues in health service management (public policy-making and health care management, the managerial role of physicians, and the need for improved nursing management); management education in the European region; development of management education programs for health services; health management education and health services research; promotion of national management education programs and role of international collaboration; and recommendations at the national and international levels. Included in the appendices is a working paper titled Health Management Education and Training,'' by J.E. Blanpain. (JH)

ED 174 948 CS 004 932

Baker, Linda

Do I Understand or Do I Not Understand: That is the Question. Reading Education Report No. 10.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 79

Contract-400-76-0116; N00123-77-C-0622

Note-27p.

Pub Type- Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Processes, *Critical Reading, Elementary Secondary Education, Higher Education, *Questioning Techniques, *Reading Comprehension, *Reading Processes, *Reading Research

Identifiers-*Center for the Study of Reading (Illinois)

This paper is intended as an introduction to the concept of comprehension monitoring, which is an important component of reading and involves evaluating and regulating one's ongoing comprehension processes. A discussion of research that investigated comprehension monitoring with both children and adults is presented and the implications for education are considered with respect to existing factors that influence the development of monitoring strategies. (Author/MKM)

ED 175 057 CS 205 136

Clinkscales, Rosalie Duggan
Os Portugueses No Sudoeste Da Nova Inglaterra E A Sua Literatura Infantil (The Portuguese in Southeast New England and Their Children's Literature).
Pub Date-Dec 78
Note-81p.; Study prepared at the University of Rhode Island
Language-Portuguese
Pub Type- Historical Materials (060) - Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Authors, *Childrens Books, *Childrens Literature, Cross Cultural Studies, Foreign Countries, Foreign Language Books, History, Library Collections, Literature, Non English Speaking, *Portuguese, *Portuguese Americans, United States History

The four sections of this paper deal with Portuguese immigrants in southeast New England and with Portuguese-language children's literature. The first section contains a description of Portuguese immigration to the United States from 1511 to the present and notes changes in immigration laws. The second section presents descriptions of the different periods of Portuguese literature from 1198 to the present, and its influence on children's literature. It also contains reviews of the works of more than 30 authors, along with biographical notes. In addition, this section analyzes the impact of the Portuguese National Revolution of 1926 on writers of children's books. End notes provide information on publishers of such books in Portugal. The third section deals with children's literature in Brazil. It reviews more than 50 writers, providing biographical information as well as listings of their works. Mention is also made of illustrators, translators, and adaptors, and publishers who have influenced Portuguese books for children. The final section contains a survey of the existing collections of Portuguese-language children's books in three New England cities. It describes the Casa de Saudade,'' the location of the largest collection of Portuguese-language books in the United States and concludes with a survey of radio stations, newspapers, bookstores, libraries, and businesses as to their contributions to children's culture. (Author/FL)

ED 175 080 EA 011 746

Coons, Maggie, Ed. Milner, Margaret, Ed.
Creating an Accessible Campus.
Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-78
Note-151p.
Available from-American Association of Physical Plant Administrators of Universities and Colleges, Eleven Dupont Circle, Suite 250, Washington, D.C. 20036 ($4.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Architectural Barriers, *Architectural Elements, Building Improvement, Campus Planning, Civil Rights, College Programs, *Facility Guidelines, *Facility Inventory, Facility Requirements, Federal Regulation, Higher Education, Instructional Aids, Mainstreaming, *Physical Design Needs, *Physically Handicapped, Science Laboratories
Identifiers-Rehabilitation Act 1973

This book was developed to help administrators meet the challenge of compliance with the regulations implementing Section 504 of the Rehabilitation Act of 1973. All colleges, universities, and other organizations that are funded by the Department of Health, Education, and Welfare (HEW) have until June 3, 1980, to make structural modifications necessary to make their programs fully accessible to handicapped persons. Programs are to be accessible now in all cases in which structural modifications are not necessary. Nine chapters and an introduction trace the steps in developing a program for accessibility, from understanding what constitutes a barrier in the built environment to specific recommendations on site and building design and design of science laboratories. The functional relationships between various disabilities and the use of the environment are described. Design requirements associated with these functional relationships are

ED 175 101 EA 011 985

Cook, Nancy C.

Interagency Relationships. Research Report 79-102.

Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.

Spons Agency-Mott (C.S.) Foundation, Flint, Mich.

Pub Date-79

Note-92p.; For related documents, see EA 011 984-986

Available from-Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903 ($4.75; quantity discounts; 10% added for shipping on billed orders; make checks payable to "University of Virginia")

Pub Type- Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College School Cooperation, Community Agencies (Public), Community Colleges, *Community Education, Community Services, Elementary Secondary Education, Higher Education, *Interagency Cooperation, *Interagency Coordination, Models, *Research Needs, Social Agencies

The second part of a three-part assessment of community education research needs, this report attempted to formulate research questions and identify research needs related to interagency partnerships in community education. It begins with a glossary and statement of the historical basis for interagency relationships. The types of agencies involved, the types of involvement, and the ressons for alliances are identified. Benefits of and barriers to the development of interagency partnerships are then highlighted. Facilitation of the interagency process is discussed. A review of research describes research studies on interagency patterns that relate to community education. The report concludes with a list of critical questions and research needs for researchers in community education to examine. A seventeen-page list of

ED 175 123 EA 012 032

McDonnell, Lorraine Pascal, Anthony

Organized Teachers in American Schools.

Rand Corp., Santa Monica, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-R-2407-NIE
Pub Date-Feb 79
Contract-300-76-0311
Note-122p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Collective Bargaining, *Contracts, Educational Quality, Elementary Secondary Education, School Districts, *Teachers

This research examines trends in the noncompensation aspects of collective bargaining by teachers, the factors responsible for these trends, the nature of the negotiations process itself, institutionalization of contractual provisions, and dependence on past practice and political action as alternatives to collective bargaining. The study was divided into two phases: a quantitative analysis of teacher contract data from a national sample of school districts at two time periods (1970 and 1975) and intensive fieldwork in 15 of these districts. The phase 1 analysis indicated that, generally, teacher organizations first bargain over and obtain increases in salary and fringe benefits, then move on to working conditions and job security, and finally to issues of educational policy. Phase 2 indicated that as the collective bargaining process has matured, it has become more professionalized with negotiations conducted largely by professional negotiators on each side. The paper concludes that collective bargaining does not affect significantly either classroom operations or the quality of educational services that teachers provide to students. (Author/LD)

ED 175 167 EC 115 057

Scoliosis Screening in Schools.
New York State Education Dept., Albany. Div. of Pupil Personnel Services.
Pub Date-79
Note-15p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Clinical Diagnosis, *Identification, Medical Evaluation, Physically Handicapped, *Program Planning, School Policy, *Screening Tests, Special Health Problems
Identifiers-*Scoliosis

The booklet outlines New York state school policy and procedures for screening students for scoliosis, lateral curvature of the spine. It is explained that screening is designed to discover spinal deformities early enough to prevent surgery. Planning aspects, including organizing a planning team for the school district, are discussed. Among components of program implementation covered are public awareness and education of students, parents, staff and screeners. Screener selection, site preparation, and screening procedures are reviewed. Appended are scoliosis references and resources, sample parent communication forms regarding the screening, and a sample referral letter to a private health care provider. (CL)

Blaschke, Charles L.
Case Study of the Implementation of P.L. 94-142. Executive Summary.
Education Turnkey Systems, Inc., Washington, D.C.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-31 May 79
Contract-300-77-0528
Note-66p.; For related information, see EC 121 570-572
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Compliance (Legal), Due Process, *Educational Administration, Elementary Secondary Education, Exceptional Child Research, *Federal Legislation, *Handicapped Children, Identification, Individualized Programs, Parent Participation, Research Methodology, *State Programs, Student Evaluation, Student Placement
Identifiers-*Education for All Handicapped Children Act

Presented are the findings of a study to identify, analyze, and explain activities and consequences in nine local education agencies (LEAs) in three states as they implemented the major provisions of P.L. 94-142, the Education for All Handicapped Children Act. Section I summarizes the background of the study and its major objectives. In Section II, the case study methodology is described. Section III addresses the nature and extent of the major consequences which arose during 2 school years of observation. Also identified are relevant changes in LEA organization, staff role behaviors, and attitudes which have occurred. Findings are reported for the following areas: childfind, assessment, placement, individualized education program, least restrictive environment, and parent involvement/due process. Among conclusions listed in a final section is that in all three states, the leadership role of the state education agency and the states' interpretations, policies, and procedures significantly influenced LEA procedures in implementing the provisions of the law. Appended materials include a conceptual model for assessing the implementation of P.L.

Winokur, Marshall
How to Arrange Student Tours to the Soviet Union.
Pub Date-79
Note-30p.; Expanded version of a paper presented at the annual meeting of the American Association of Teachers of Slavic and Eastern European Languages (New York, December 27, 1978)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Leaders, *College Students, Cultural Enrichment, *Culture Contact, Foreign Countries, Foreign Culture, *Group Activities, Higher Education, *Instructional Trips, Language Instruction, *Leaders Guides, Leadership Responsibility, *Russian, Second Language Learning, Tourism, *Travel
Identifiers-*USSR

The details of planning a student tour to the Soviet Union are described by an experienced tour organizer. Student tours of one to three weeks are presented as rewarding alternatives to lengthy overseas study. Recommendations are made regarding choice of tour type, length of tour, travel agencies, time of year to travel, advertising a tour, orienting students, size and composition of tour group, itineraries and guide books, and dealing with problems inside the Soviet Union. The hard work and long hours involved in organizing a tour are emphasized, but the rewards are seen to include the opportunity to introduce students to the use of Russian outside the classroom and the opportunity for the teacher to improve his own skills. (JB)

ED 174 903 CG 013 694

Young, Brian W.

A Low-Cost, Effective Community Outreach Program For Helping Parents Manage Problem Children.

Pub Date- 78

Note-21p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Las Vegas, Nevada, April 16-19, 1979); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Counseling, *Behavior Change, Childhood Needs, *Children, *Community Service Programs, *Counseling Services, *Intervention, *Outreach Programs, Program Effectiveness, Timeout

In an urban/rural area with a high demand for children's services but limited resources, an outreach service using standardized treatment strategies was evaluated. The basic intervention strategies consisted of three elements: (1) establishment of specific goals; (2) use of Time-Out; and (3) use of praise and attention to increase desireable behaviors. Success rate was 64.3% overall (including dropouts), rising to 88.7% when dropouts were excluded. Followup three months later showed gains were maintained in 85% of the responding sample. The cost of service consisted of 4.5 hours therapy time, 1.9 hours travel time, and

ED 174 927 CG 013 728

Welsh, M. Cay

Attitudinal Measures and Evaluation of Males and Females in Leadership Roles.

Pub Date-Mar 79
Note-10p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (25th, New Orleans, Louisiana, March 28-31, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Responsibility, Attitudes, *Females, *Leadership Qualities, *Males, *Management, *Role Perception, *Sex Differences, Sex Role

Male and female students from general psychology classes completed several attitudinal questionnaires, including the Women as Managers Scale and the Attitudes Toward Women Scale. In a later experimental session, subjects viewed a 10-minute video tape that contained either a male or a female directing a mixed sex triad on a dominoes design task. The script for the leaders and the performance of the groups were identical in each instance. Following the viewing of the video tape, subjects were given questionnaires pertaining to the performance of the

Most Frequently Used Combinations of Reading Materials (1976-1977). Evaluation System Mini-Report 79-2.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date-Jul 79
Note-40p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Basic Reading, Beginning Reading, Elementary Education, *Individualized Reading, *Reading Instruction, *Reading Materials, *Reading Programs, *Reading Research
Identifiers-Basal Reading

The six tables in this report rank the combinations of reading materials used in the classrooms of 34 elementary schools of Washington, D.C., during the 1976-77 academic year. The data are based on teacher reports about first through sixth grade students for whom there were both pretest and posttest scores. The tables indicate that a wide variety of combinations of materials were used in teaching students to read at each grade level. While the basal reader was the predominant material used, the variety of combinations of particular materials suggests much individualization. (RL)

ED 174 993 CS 205 010

Stocking, S. Holly

Putting the Social Sciences into Science Communication Courses.

Pub Date-Aug 79
Note-12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Strategies, Educational Needs, Higher Education, *Journalism Education, *News Reporting, News Writing, *Social Sciences
Identifiers-*Science Writing

Although the social sciences have become legitimate sources of science news, many journalism instructors of science communication do not believe the social sciences warrant special or required attention in their courses. This is unfortunate, for the social sciences are important enough and different enough to require both their inclusion and "special handling'' in science writing courses. As with pure and applied sciences, social science creates a need for news writers to "translate'' its terminology; and the relative newness of the

ED 175 013 CS 205 050

Jeffers, Dennis W. Bateman, David N.

Redefining the Role of the Company Magazine, Adding Measurement and Management.

Pub Date Aug 79

Note-32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Business Communication, Higher Education, Journalism, *Journalism Education, Measurement Techniques, Models, *Periodicals, Research Methodology, Trend Analysis

The purpose of this paper is to provide magazine journalism educators with an update on current trends in the field of company publications. The first part of the paper outlines the development and growth of company publications, traces the evolution of the traditional goals and objectives for them, and illustrates how these goals and objectives have begun to change in the last few years. The second part offers a structural model that can be used both by professionals in practical situations to help solve communication problems and by educators to develop research strategies that will investigate and test many of the new concepts in the business communication field. (FL)

ED 175 035 CS 205 083

Simmons, Donald B.
Ghostwriting: An Annotated Bibliography.
Pub Date- 75
Note-24p.; Bibliography prepared at Ohio University
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business Communication, *Composition (Literary), Ethical Values, Higher Education, History, *Politics, *Speeches
Identifiers-*Ghostwriting

Drawn from communication journals, historical and news magazines, business and industrial magazines, political science and world affairs journals, general interest periodicals, and literary and political review magazines, the approximately 90 entries in this annotated bibliography discuss ghostwriting as practiced through the ages and reveal the operating procedure of that activity as a profession. The entries are categorized into five major divisions that cover ghostwriting through history, the business of ghostwriting, education and training for ghostwriting, political ghostwriting, and the theory of ghostwriting. (TJ)

ED 175 145 EA 012 055

Lutz, Frank W.

The Practice-Research Relationship in Educational Administration: Potion or Poison?

University Council for Educational Administration, Columbus, Ohio.
Pub Date-79
Note-7p.
Journal Cit-UCEA Review; v20 n3 p1-6 Sum 1979
Pub Type- Journal Articles (080) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Administration, *Educational Practice, Educational Research, *Educational Theories, Research Methodology, *Research Needs, Research Problems

Written in response to a paper by Wayne K. Hoy on theory and practice in educational administration, this paper maintains that research and practice must be coordinated if educational administration is to progress. The author outlines Hoy's key points, agreeing with many but taking issue with Hoy's central thesis, which the author perceives as being that any effort to do research in an attempt to solve a practical problem is unscientific. The author disagrees particularly with the notion that scientific research in educational administration ought not to have practical application. He contends that neither an empirical nor a phenomenological approach is sufficient but that it is the explanatory model based on both the operational and representational models that is at the heart of theory development. (Author/JM)

ED 175 210 EC 120 163

PRISE Reporters 1978-79.

Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-25p.
Journal Cit-PRISE Reporter; n10 Oct 1978, Nov 1978, Jan 1979, Mar 1979, Apr 1979
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Aurally Handicapped, Deaf, Elementary Secondary Education, Emotionally Disturbed, *Exceptional Child Services, *Handicapped Children, *Inservice Teacher Education, Learning Disabilities, *Listening, Mentally Handicapped, Physically Handicapped, *Reading Materials, Secondary Education, *Sexuality, Visually Handicapped
Identifiers-*Pennsylvania

Presented are six issues of the PRISE Reporter, a monthly newsletter providing information on special education in Pennsylvania. Key articles include the following titles and authors: Human Sexuality and Mental Retardation'' by B. Menhusen; A Training Program for Teachers of Children with Behavior Disorders: An Interdisability Approach'' by N. Brazil; Secondary Learning Disabilities: A Perspective on Research and Programing Needs'' by D. Deshler; Listening and the Visually Impaired Student'' by M. Alber; Comprehensive Services for the Orthopedically Handicapped: An Alternative Approach'' by C. Fusco; and Guidelines for Evaluating and Writing Reading Materials for Deaf Students'' by E. Costello. Each four-page issue contains sections on happenings/programs

ED 175 252 FL 010 458

Benjamin, Steven M.

A Select Reference Bibliography for a Course in German Phonetics.

Pub Date-79

Note-28p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Contrastive Linguistics, Dictionaries, *German, Glossaries, *Instructional Materials, *Language Instruction, Linguistics, *Phonetics, *Phonology, Pronunciation Instruction, Reference Books, Scholarly Journals, *Second Language Learning, Teaching Guides

This bibliography for a course in German phonetics is subdivided as follows: (1) reference works in linguistics (introductions, surveys, and miscellaneous; structural linguistics; transformational-generative linguistics; applied linguistics; and dictionaries and glossaries); (2) phonetics (books, articles, and miscellaneous topics); (3) phonology (general works, structural phonology, and generative phonology); (4) phonetics and phonology in language teaching; (5) phonetics and phonology of German (pronunciation exercises and applied German phonetics; intonation, juncture, and stress in German; phonology of German; miscellaneous topics in phonetics and phonology; German diphthongs and vowels; German consonants; and contrastive studies in phonetics and phonology); (6) phonetics and phonology in the teaching of

Cassara, Beverly B.

Career Patterns of Female Professors in West Berlin Institutions of Higher Education.

Pub Date- 76
Note-25p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, *Career Ladders, Career Planning, *College Faculty, Faculty Promotion, Females, *Feminism, Foreign Countries, Higher Education, Occupational Choice, *Professional Recognition, Role Models, *Sex Discrimination, Status, Success Factors, Universities, *Women Professors
Identifiers-*West Germany (Berlin)

The career patterns of 30 women professors in West Berlin were studied to compare the pace of progress of American female academics and to raise the consciousness of women for each other and for the situation of women in West Berlin universities. The data revealed that the West Berlin universities are male-dominated and resistant to change. Women who have succeeded in most cases, have played their roles according to the traditional male definition. Among differences noted in the roles

ED 174 838 CE 022 472

Lawrence, Layle D.

Exploring Agribusiness and Natural Resources. Competency Based Education Curriculum. Student Material.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date-Jun 79

Note-110p.; For a related document see CE 022 471

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Agribusiness, Agricultural Engineering, Animal Science, *Career Exploration, Forestry, Horticulture, Job Skills, Junior High Schools, *Natural Resources, *Occupational Information, *Performance Based Education, Plant Science, *Prevocational Education, Soil Science

This competency-based prevocational exploration curriculum in

ED 174 880 CG 013 668

Parsons, Julie A.

Group Psychotherapy With Mentally Retarded Adults.

Pub Date-1 Sep 78
Note-9p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Behavioral Counseling, *Counselor Performance, *Feedback, *Group Therapy, *Mentally Handicapped, Mental Retardation, Patients (Persons), Psychotherapy, *Reinforcement, *Self Actualization

Summaries of arguments given in the literature both for and against the use of verbal-traditional psychotherapy with mentally retarded individuals is presented. Much research examines process variables in

ED 175 189 EC 120 053

Macy, Daniel J. And Others

In Retrospect: 1977-78. Special Education Research.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Pub Date-Jan 79

Note-104p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Educational Programs, Elementary Secondary Education, Emotionally Disturbed, *Handicapped Children, *Identification, *Individualized Programs, *Program Evaluation, *State Programs

Identifiers-*Texas

The document contains a composite of the summaries written for every Texas special education research and evaluation project in the 1977-78

ED 175 313 HE 011 565

Shealy, Robert E.

A Bibliography of the Literature Related to the Functions and Roles of College and University Faculty.

Pub Date-Apr 79

Note-7p.; Prepared for the Institute of Higher Education Management, The University of Texas System, Austin

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Faculty, College Instruction, *Faculty Evaluation, *Faculty Workload, *Higher Education, *Research Opportunities, Staff Utilization, Teacher Attitudes, *Teacher Role, Teaching Skills

Over 80 citations of monographs, research reports, journal articles, books, and dissertations are included in this bibliography on college and university faculty. Topics include faculty research, evaluation, teaching, role, and perceptions. The earliest citation is from 1954. (MSE)

ED 174 819 CE 022 424

A Curriculum Guide for Production Orientated Photo-Offset.
Illinois State Office of Education, Springfield. Div. of Adult
Vocational and Technical Education.
Pub Date-Jul 79
Note-168p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Behavioral Objectives, *Graphic Arts, *Job Skills, Layout

ED 175 332 HE 011 636

Martin, Jenny

Women Return to Study: The Experience of a Group of Mature Age Unmatriculated Students Admitted to the University of New South Wales. TERC Research and Development Paper No. 47.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

Report No.-TERC-47

Pub Date-Oct 77

Note-41p.; Print on some pages may not reproduce well

Pub Type- Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education, *Adult Students, Age, College Students, Expectation, Family Life, *Females, Foreign Countries, Higher Education, Institutional Research, *Life Style, *Nontraditional Students, *Student Adjustment, Student Experience, *Student Reaction

Identifiers-*Reentry Students, University of New South Wales (Australia)

In a study of student adjustment to university life, excerpts are presented of interviews with 18 mature age unmatriculated women who returned to formal education at the University of New South Wales in 1975. The women were aged between 25 and over 40, half had children, and they were generally middle class. They were not selected by a random process. The responses of the women are divided into four broad sections: initial responses to the university experience, adjustments in home life, reasons for attending the university, and expectations versus the reality. It is concluded that: (1) more effort is needed to consider ways of opening up the opportunity for university education to less privileged groups; (2) the structure and the modes of assessment of some courses may not be suited to present student needs; and (3) those who are given access to higher education have a social responsibility to the community at large. (PHR)

which they are eligible as a result of provisions in the Middle Income Student Assistance Act. Background letters and other information, an extensive review of the components of the bill, and changes in existing law that would occur due to H.R. 4476 are examined. (SF)

ED 175 351 HE 011 665

Brigman, S. Leellen Jacobs, Lucy Cheser

Persistence/Attrition: A Longitudinal Study of the Freshman Class of 1974. Indiana Studies in Higher Education Number Forty-One.

Indiana Univ., Bloomington. Bureau of Educational Studies and Testing.
Pub Date-79
Note-32p.
Available from-Bureau of Evaluative Studies and Testing, Division of Research and Development, Indiana University, Bloomington, IN
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *College Freshmen, *Dropout Characteristics, Dropout Research, Educational Improvement, Enrollment Rate, Higher Education, Institutional Characteristics, Institutional Research, Longitudinal Studies, *Persistence, Relevance (Education), Retrenchment, *School Holding Power, State Universities, *Student Characteristics
Identifiers-*Indiana University Bloomington

The persistence of the freshman class (5,052 students) of 1974 at Indiana University's Bloomington campus was investigated. The students were classified into three groups according to their enrollment status in the fall of 1976. Two-thirds were persisters who were enrolled for their third academic year. Among the students who were no longer enrolled were the dropouts who were in academic difficulty when they left the University and the nonacademic dropouts who left for reasons other than academic difficulty. Approximately 14 percent of the 1974 class were academic dropouts and 18.5 percent were nonacademic dropouts. The three groups were compared on selected academic and biographic variables. The relationship of these variables to students' first semester grades, cumulative hours at the University, and enrollment status is also investigated. The importance of the retention of students to the vitality of an institution is emphasized. It is suggested that an understanding of the persistence/attrition phenomenon is necessary if an institution is to develop programs that facilitate the goal of a college education for each entering student. (Author/SF)

Identifiers-*Allied Health, *Ohio State University

The cost elements were identified and a methodology developed to analyze the total costs of allied health education programs and the cost per student for purposes of planning the allocation of scarce resources. The study was conducted by the Ohio State University School of Allied Medical Professions and focused on the following 10 allied health professions: Circulation Technology; Medical Communications; Medical Dietetics; Medical Illustrations; Medical Record Administration; Medical Technology; Occupational Therapy; Physical Therapy; Radiologic Technology; and Respiratory Technology. Emphasis was on the curricula of the programs involved, activity of faculty members in each of the 10 programs, the clinical preceptor activities, the cost of the clinical component of the total educational program, and the identification and allocation of costs to related programs. Major elements examined in the cost analysis were: program description, student enrollment, faculty, and total program costs. One of the many conclusions reached was that the student contact hours, student enrollment and faculty-student group size are essentially ``demand''-related factors, while elements such as faculty contact hours, faculty-student ratios, faculty availability and faculty requirements are ``supply''-related factors. It is suggested that the methodology applied in this study should be applicable to similar cost evaluations in other institutions as well as serving as a catalyst for future study. Selected references, a glossary of terms, and questionnaires are appended. (LC)

consolidation of CONSER records and the faulty extraction of key words from CONSER entries; and (4) problems in the consolidation and Key-Word-Out-of-Context (KWOC) portions of the UCULS computer programs caused processing errors that prevented records from consolidating correctly, and adversely affected a user's ability to search the KWOC index efficiently. Appendices provide National Union Catalog (NUC) library location symbols and lists of key words and key phrases. (Author/JD)

ED 175 389 IR 007 131

Dalton, Phyllis I.

County-Wide Cooperative Library Services, Clackamas County, Oregon. A Long Range Plan.

Pub Date-77

Note-114p.; For related document, see IR 007 132 ; Parts may not reproduce clearly

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Community Resources, *County Programs, Demography, Financial Support, *Libraries, *Library Cooperation, Library Facilities, *Library Planning, Library Programs, *Library Services, Organization, Publicize, Staff Improvement

Identifiers-*Oregon (Clackamas County)

Aspects of cooperative services considered in this final report include the concept of total library service, the concept of universal access, organization, planning, basic library services, staffing, community resources, library facilities, funding, staff training, and public information. Special services to meet special needs (such as library service to business, government, the handicapped, and institutions) and future developments in county-wide cooperative services are discussed, and a suggested time table for development is presented. Salient maps, tables, and charts, as well as other county-related information, are provided in appendices, which comprise half of the document. (JD)

ED 175 413 IR 007 577

Advisory List of Instructional Media for the Study of North Carolina.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

Pub Date-78

Note-13p.; For related documents, see ED 149 759 and ED 149 761

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Book Reviews, Elementary Secondary Education, Films, Filmstrips, *Instructional Materials Centers, *Instructional Media, *Library Collections, Maps, School Libraries, *State History, Summative Evaluation

Identifiers-*North Carolina

This annotated bibliography from the Materials Review and Evaluation Services lists reviewed and evaluated instructional media appropriate for school media centers on the study of North Carolina. Educators should bear in mind that materials included in this list were selected from those which publishers chose to submit for evaluation and may assume that materials for purchase not appearing on the list either were not submitted for evaluation or received unfavorable reviews. At the end of this bibliography may be found an unannotated list of materials which have had favorable reviews in reliable reviewing sources. Items are listed by type of media books, 16mm films, filmstrips, kits, maps, and pamphlets. Information provided for each item includes author, title, publisher or producer, date of production, cost, and grade level. (Author/RAO)

ED 175 435 IR 007 601

Kottenstette, James P.

Microfiche Applications in an Individualized, Self-Paced Learning System. Final Report.

Denver Univ., Colo. Denver Research Inst.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-79-6
Pub Date-May 79
Contract-F33615-77-C-0057
Note-48p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Color Presentation, *Computer Assisted Instruction, Computer Graphics, Computer Output Microfilm, Flow Charts, Instructional Media, Instructional Systems, *Learning Modules, *Media Research, *Microfiche, Production Techniques
Identifiers-Dual Fiche

This study was directed towards developing microfiche formatting concepts and microfiche production methods to capture the power of the medium for the delivery of both text and illustrations within the context of the Advanced Instructional System (AIS) a computer based, multi-media, self-paced instructional program of the Air Training Command at Lowry AFB, Colorado. Specific applications were (1) the conversion of color intensive audiovisual modules to microfiche; (2) the formatting of the microfiche to deliver both primary and alternative track modules in an integrated multi-track module, and (3) the use of microfiche in testing and test control. A primary consideration was the investigation of computer output microfiche (COM) technology as a means of authoring, revising, and managing instructional materials. A microfiche system was designed, utilizing existing AIS computer resources, which satisfied administrative as well as instructional requirements. Applications were then developed in which specific AIS lessons were formatted for multi-track, color intensive presentation on microfiche. In addition, block tests were produced using COM production techniques. Based on classroom evaluations, results suggest that the Dual-Fiche concept charts a path that promises to be a cost-effective alternative to existing AIS instructional media, as well as a means of routinely updating and revising instructional modules that combine text and graphics. Appendices contain questionnaires used for implementation feedback. (Author/CMV)

Dueker, Kenneth J. Ericksen, Robert H.

Interactive Digitizing and Graphics: Educational Developments and Applications. Technical Report 99.

Iowa Univ., Iowa City. Inst of Urban and Regional Research.
Pub Date-Jul 78
Note-20p.; Paper presented at the International Users' Conference on Computer Mapping Software and Data Bases: Application and Dissemination (Cambridge, Massachusetts, Harvard University, July 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cartography, *Computer Graphics, *Computer Oriented Programs, *Geographic Concepts, *Geographic Location, Geography Instruction, Higher Education, Maps

This paper describes the development of the hardware-software configuration required for a computerized digitizer-graphics system for encoding locational information at the University of Iowa's Department of Geography and Institute of Urban and Regional Research. Topics covered include system requirements, data structure, hardware configurations, and the development of software to interface the digitizer and an IMLAC PDS-4 minicomputer with a host HP-2000 computer. Problem areas are identified in user documentation, operating efficiency, system support, budgetary, testing, and transportability. (RAO)

vouchers, teaching spelling, team teaching, and year round schools. (JEG)

ED 175 479 **IR 007 655**

Casey, Ann D.

General Reference Sources for Accessing Census Bureau Data: An Annotated Bibliography.

Department of Commerce, Washington, D.C.
Pub Date-Jun 79
Note-15p.
Available from-Service Section, Bureau of the Census, Washington, D.C. 20233; Superintendent of Documents, Government Printing Office, Washington, D.C. 20402; Data User Services Division, Bureau of the Census, Washington, D.C. 20233
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Census Figures, *Government Publications, *Information Sources, *Reference Materials, Resource Materials, *Statistical Data

This annotated bibliography lists general reference sources, including catalogs, guides and indexes, prepared by the United States Bureau of the Census to assist potential data users in finding out what is available and how to locate Census Bureau data. Entries include frequency or date of publication, government report numbers, and price information. (CWM)

ED 175 499 JC 790 483

Preising, Paul P.

What Happened to the EOPS Students of Fall 1973? A Pilot Follow-Up Study Comparing EOPS and All Other First Time Entering, Fall 1973, Day Students at San Jose City College.

San Jose Community Coll. District, Calif.

Pub Date-Jun 79

Note-51p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Achievement, *Academic Aspiration, Community Colleges, *Educationally Disadvantaged, Grade Point Average, Junior Colleges, *Junior College Students, Low Ability Students, *Persistence, Statistical Data, Transfer Students

Identifiers-Extended Opportunity Programs and Services, Student Objectives

The academic performance and aspirations of first-time entering Extended Opportunity Programs and Services (EOPS) students in Fall 1973 were compared to those of all other first-time entering day students at San Jose City College using data from student records. Findings indicated that while 62% of all other students stated that an associate degree was their educational objective, only 30.6% of the EOPS students claimed the same objective. None of the EOPS students indicated an intention of obtaining a baccalaureate degree. Despite their lower aspirations, when compared to the 1973 entering freshmen, a greater percentage of EOPS students: (1) obtained associate degrees 14% vs. 5%; (2) were still enrolled after two years 36.7% vs. 27.2%; (3) had cumulative college grade point averages of 2.0 or better 83.7% vs. 70.1%; and (4) were accepted by four-year institutions 14.3% vs. 10%. Sample results of telephone follow-up interviews are included in the study report. Appendices present guidelines for replicating the study and include a sample interview outline. (DR)

included in the report, each dealing with more technical aspects of the general data management plan; specifically, editing, coding, and filing of data. Appendices also include a discussion of report-writing based on institutional research, and provide sample copies of various PERC data collection instruments. (Author/DR)

ED 175 518 JC 790 515

Wattenbarger, James L. Stepp, William F.
Financing Community Colleges, 1978.
Florida Univ., Gainesville. Inst. of Higher Education.
Spons Agency-National Council of State Directors of Community-Junior Colleges.
Pub Date-Aug 79
Note-46p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Budgeting, Budgets, Community Colleges, Costs, *Educational Finance, Financial Policy, *Financial Support, Full State Funding, *Junior Colleges, *National Surveys, Program Budgeting, Retrenchment, State Aid, Tax Support, Unit Costs

The fourth in a series of analytical studies of the financing of community colleges in the United States, this report provides information for the 38 states which accounted for more than 95% of the total Fall 1978 community college enrollment. Data indicate that allocation of funds to community colleges still follows four traditional patterns and procedures: (1) negotiated budgets, where state support is based on an annual (or biennial) negotiation between colleges and state funding agencies; (2) unit rate formulas, where funding is made on the basis of a formula specifying a stated number of dollars per a selected unit, e.g., full-time equivalents (FTE's), credit hours, or other output measure; (3) minimum foundation funding, a variable allocation where state funds are modified by local tax yield deducted from a predetermined total; and (4) cost-based program funding. Allocation of funds in this category is based upon differential amounts related to cost centers. The analysis presented here indicates a wide range in the level of support per FTE, from a low of $1,010 in South Carolina to a high of $2,634 in Wisconsin. The average cost for the 34 states reporting level of support per FTE is $1,813. A state-by-state analysis of funding amounts and procedures is provided and relevant data are presented in tables. (Author/DR) prohibitions as a disciplinary technique tended to deter learning of altruistic responses. (Author/SS)

ED 175 537 PS 010 805

Hoffman, Martin L.
Identification and Imitation in Children.
Pub Date-Mar 79
Note-57p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979) ; Best copy available
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Aggression, Behavior Change, *Children, Developmental Stages, *Identification (Psychological), *Imitation, Infants, Learning Theories, Modeling (Psychological), Observational Learning, Prosocial Behavior, *Socialization, *Television Viewing, *Theories

The psychoanalytic theory of identification and the cognitive-developmental and social-learning theories of imitation are briefly described. Pertinent empirical research in the following areas is summarized and critically evaluated: imitation in infants, observational learning, clinical use of modeling, and the relation of imitation to aggression, prosocial behavior, and self control. Among the author's general conclusions: (1) there is very little pertinent research on identification, but it appears that identification is not an all-encompassing unitary process; (2) the child's general cognitive level has an impact on what he or she can learn by observing models; (3) children are active cognitive processors of the model's words and actions; (4) Piaget's work with infants is the closest approach to date of a stage analysis of imitation; (5) young children may acquire, from brief periods of observation, certain motoric and verbal behaviors that appear to be associated with aggression in real-life situations; (6) the results of research on the long-term effects of television violence are equivocal; (7) experimental studies of observational learning of sharing behavior indicate that models do increase prosocial behavior in children; however, (8) prosocial behavior does not seem to be enhanced by watching television programs with prosocial content; (9) exposure to models who yield to the temptation to perform a prohibited act, and are not punished, has a disinhibiting effect on children; the effects of exposure to models who resist temptation, however, is less clear due to demand characteristics of laboratory research. (Author/SS)

presented with eight sets of small, manipulable objects. Each stimulus set consisted of two groups of four objects each, the groups differing in size, color, form or some combination of these dimensions. Stimuli thought to be of high salience were included. Variables coded were: which object touched first; the order in which objects were touched; grouping together of objects. At both 9 and 12 months, infants showed a high level of sorting activity. At 9 months, 94% showed sequential touching of like objects, while 100% did so at 12 months. At 9 months, 13% and at 12 months 44%, demonstrated at least primitive object grouping. At 6 months, selective manipulation was conspicuously absent, leading to the conclusion that this activity must emerge sometime between 6 and 9 months. (Author/RH) national study. This study documents what records are likely to exist, what information is not retrievable, and what the best sources are for each data element needed for successfully conducting a national study of interstate transfers. Suggestions are offered which could improve practices and policies affecting interstate placement. (Author/SS)

ED 175 574 PS 010 873

Sharp, Kay Colby
Interpersonal Problem-Solving Capacity and Behavioral Adjustment in Preschool Children.
Pub Date-Aug 78
Note-8p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 28-September 1, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Aggression, Check Lists, Emotional Adjustment, *Interpersonal Competence, Play, *Preschool Children, *Problem Solving, Rating Scales, *Research Methodology, *Social Behavior

This investigation attempts to replicate previous studies by Spivak and Shure regarding the relationship between cognitive interpersonal problem-solving capacity and behavioral adjustment in 4-year-old children. Although Spivack and Shure's only measure of behavioral adjustment was teacher ratings (with the teachers aware of the purpose of the rating), this study used two different approaches to obtain measures of behavior: (1) teachers unaware of the purpose of the instrument were asked to rate children's classroom behaviors, and (2) children's behaviors were actually observed and recorded while children were in small-group play situations. Subjects were 107 black preschool children who were individually administered the Preschool Interpersonal Problem-Solving Test devised by Spivack and Shure. Each child's score consisted of the number of different solutions given for each problem. Classroom teachers were asked to complete Spivack and Shure's Preschool Behavior Rating Scale for each child after the children had attended preschool for four weeks. This scale consists of seven items (persistent and nagging, easily upset by peers, physically aggressive, dominant, etc.) which load on three factors: impatience, emotionality and aggression. In addition, a randomly selected group of 56 children were observed in small play groups and rated using the Sharp Behavior Identification Checklist. Each child was observed three times, ten minutes each time, on three different days. Results showed no significant relationship between children's problem-solving ability and behavior. While these findings are contrary to those of Spivak and Shure, they are consistent with research investigating the relationship between thought and behavior in other areas of child development. (Author/SS)

ED 175 592 RC 011 398

Gilfillan, Warren C. And Others
The Junior Counselor Handbook for Multnomah County Outdoor School.
Multnomah Outdoor Education, Portland, Ore.
Pub Date-Dec 78
Note-28p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Camp Counselors, *Counselor Role, Elementary Education, Environmental Education, Equipment, Experiential Learning, *Grade 6, *High School Students, *Outdoor Education, *Resident Camp Programs, School Policy, Student Behavior, Student Volunteers, Transportation, Vocabulary, Workshops
Identifiers-Junior Counselors, *Multnomah County Outdoor School OR, Student Handbooks

Each week of the fall and the spring, 20 to 24 high school students volunteer as Junior Counselors at the Outdoor School which each year provides approximately 7000 Multnomah County, Oregon, sixth grade students with an opportunity to live and study together at one of 5 leased resident camp sites. Recommended by their high school counselors, Junior Counselors are selected by the Outdoor School staff on the basis of their enthusiasm, responsibility, enjoyment of the outdoors, and desire and ability to work with younger students and staff. They must have passing grades and be able to miss a week of school. After a 2-day training workshop, each Junior Counselor is specifically responsible for the health and welfare of a cabin group of 8-10 sixth grade students during their week-long stay. The Junior Counselor also assists as instructor in one of four resource areas (soil, water, plants, animals). The handbook details: Outdoor School policies; insurance considerations; administrative procedure; equipment list; transportation arrangements; daily schedule; and student behavior, standards, and work duties. For each resource area there is a glossary of important words and terms that the Junior Counselor is expected to know and use at the School. (SB)

seasonal farmworkers; the organizational framework and specific goals of these pilot projects are summarized. Background information, illustrating the failure of the federal government to provide a model for coordination, includes discussion of problems experienced by federal manpower programs as a result of program overlap, fragmentation, and poor information sharing. The special problems of farmworker programs are reviewed in light of the lack of coordination among the six federal agencies which serve or collect data on the farmworker. Principles of effective inter-agency coordination are discussed with emphasis on the need for identifying mutual goals and benefits, establishing well-defined agency roles and responsibilities, and communicating effectively with other agencies and with the client. (JH)

ED 175 030 SE 027 745

Silver, Edward A.

Problem-Solving Performance and Memory for Mathematical Problems: Solving Related Problems.

Pub Date-Apr 79

Note-26p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Contains occasional broken type

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cognitive Processes, *Educational Research, Elementary Secondary Education, Junior High Schools, *Junior High School Students, Learning, *Mathematics Education, Mathematics Instruction, Perception, Performance Factors, *Problem Solving, *Recall (Psychological), Relevance (Information Retrieval), *Retention

Identifiers-*American Educational Research Association

This study, presented at the 1979 meeting of the American Educational Research Association (AERA) in San Francisco, examines the relationship between a student's mathematical problem-solving ability and the nature of the student's recall of information from previously-solved problems. Seventy-seven seventh-grade students completed tasks measuring their initial perceptions of problem relatedness, their ability to solve verbal problems, and their recall of information from previously-solved problems. Results suggested that good and poor problem solvers differed in the nature of their problem recall. Good problem solvers tended to recall information about a problem's structure, whereas poor problem solvers rarely did. Nevertheless, poor problem solvers were sometimes able to recall the details of a problem's statement better than were poor problem solvers. A significant transfer effect was found from the solution and discussion of one problem to the solution of a structurally related problem. (Author/HM)

of Numbers.'' The program description includes suggestions for teaching the materials and using the work pages. Suggestions for organizing the program are also given. Worksheets for the students accompany the guide. (Author/SA)

ED 175 651 **SE 027 892**

Heidema, Clare Schweitzer, Janis
CSMP Mathematics for the Upper Primary Grades Part II, Teacher's Guide
Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-463p.; For related documents, see SE 027 875-893; Contains colored charts and activities which may not reproduce well; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Curriculum Development, Curriculum Guides, Elementary Education, *Elementary School Mathematics, *Instructional Materials, Integers, *Mathematical Logic, *Mathematics Curriculum, Mathematics Instruction, Multiplication, *Number Concepts, Primary Education, Rational Numbers, Set Theory, Textbooks, Workbooks
Identifiers-*Comprehensive School Mathematics Program

This guide represents the final experimental version of a pilot project conducted in the United States between 1973 and 1976. The ideas and manner of presentation are based on the works of Georges and Frederique Papy. They are recognized as having introduced colored arrow drawings (``papygrams'') and models of our numeration system (the Papy ``minicomputer'') into the teaching of mathematics at the elementary and secondary level in Belgium. This program follows the ``spiral approach.'' Suggestions are given for acquiring materials for lessons. This guide is divided into four sections which include: Notes to the Teacher, Suggested Schedule of Lessons, Questions and Answers About the Comprehensive School Mathematics Program, and The World of Numbers. Worksheets for the students accompany the guide. (Author/SA)

ED 175 678 SE 028 666

Syer, Henry W., Ed.
Supplementary and Enrichment Series: Mathematical Systems. Teachers' Commentary. SP-20.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-65
Note-46p.; For related documents, see SE 028 648-675; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum, *Curriculum Guides, Enrichment, *Instruction, Mathematics Education, *Number Concepts, *Number Systems, Secondary Education, *Secondary School Mathematics
Identifiers-*Modular Arithmetic, *School Mathematics Study Group

This is one in a series of manuals for teachers using SMSG high school supplementary materials. The pamphlet includes commentaries on the sections of the student's booklet, answers to the exercises, and sample test questions. Topics covered include addition, multiplication, operations, closure, identity element, mathematical systems, mathematical systems without numbers, the counting numbers, whole numbers, and modular arithmetic. (MP)

ED 175 708 SE 028 696

Bell, Max S. And Others

Secondary School Mathematics. Preliminary Version. Sample Chapters.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-69

Note-476p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Curriculum, Flow Charts, *Geometry, *Instruction, *Mathematical Applications, Mathematics Education, Probability, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers-*Functions (Mathematics), *School Mathematics Study Group

This volume contains preliminary versions of five of the chapters prepared by the SMSG curriculum project for use in grades 7 and 8. The first four chapters and the tenth chapter in the sequence are presented. The sample chapters in this volume illustrate a number of aspects of the curriculum project: (1) association of ideas of number and space through coordinate geometry; (2) early introduction of the function concept; (3) development of flow charts and algorithms as an introduction to the role and use of computers in modern society; (4) attention to the role of mathematical models for physical situations; and (5) introduction of concepts of probability. (MP)

International Studies in Six European Countries United Kingdom, France, Federal Republic of Germany, Sweden, Netherlands, Italy. Reports to the Ford Foundation.

Ford Foundation, New York, N.Y.
Pub Date-Jun 76
Note-316p.
Available from-Ford Foundation, P.O. Box 559, Naugatuck, Connecticut 06770 ($7.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Comparative Education, *Cross Cultural Studies, Foreign Countries, Higher Education, *International Education, International Educational Exchange, *International Relations, *International Studies, Research and Development Centers, Social Science Research, *World Affairs, World Problems
Identifiers-France, Germany, Italy, Netherlands, Sweden, United Kingdom

This series of papers was commissioned to improve understanding and appreciation of common issues of concern in international studies confronting both North American and Western European scholars. Six countries were surveyed, each by a native scholar in the field of international studies: United Kingdom, France, Federal Republic of Germany, The Netherlands, Sweden, and Italy. The papers express a wide range of views on substantive issues, on the ordering of research priorities, and on how national academic gaps and weaknesses might be best overcome. The consensus of the authors is that there is a need to strengthen international studies on both sides of the Atlantic to contribute to enhanced intellectual exchange and improved mutual understanding. The papers vary in style, organization, and approach, and reflect the often sharply different patterns in academic and historical conditions of the countries studied. Subjects not covered are international economics, Soviet and East European studies, and United States studies since they have been studied under other research projects. Institutes and centers specializing in international studies are listed at the end of each paper. (Author/BC)

student teachers were assessed. Interviews with present and former student teachers, with the center's coordinator, and with academic personnel were also conducted. Next, team members investigated data to identify central patterns, and compiled a list of recommendations based on relevant anthropological theory. Recommendations included suggestions for making student teachers feel less exploited and isolated, for more formal structures in determining the student teacher's role, and for easing the burden of lead teachers. The author concludes that the team approach is valuable for in-process sharing and for accomplishing more in less time. (KC)

ED 175 752 SO 011 912

McCardle, Elizabeth, Ed.

Human Rights: Respecting Our Differences, Teachers' Manual Alberta Human Rights Commission, Edmonton.

Pub Date-Mar 78

Note-107p.

Available from-School Book Branch, Department of Education, 10410-121 Street, Edmonton, Alberta, Canada T5K 1L2 (Students' Manual $1.45, Teachers' Manual $2.95)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Civil Liberties, Civil Rights Legislation, Comparative Education, Ethnic Groups, Foreign Countries, Secondary Education, Sex Discrimination, Sex Stereotypes, *Social Action, *Social Discrimination, *Social Problems, Social Studies Units, *Student Attitudes

This unit on human rights designed for secondary students in Alberta, Canada includes both student and teacher manuals. Eleven chapters in the student manual examine what human rights are, the causes and effects of prejudice and discrimination, relevant laws, and social action. Each chapter includes readings followed by discussion questions and learning activities. Subjects discussed include male/female stereotyping, theories and consequences of prejudice, natives and other ethnic groups, the Individual Rights Protection Act of Alberta, the individual's rights and society, and social action. A separate section is devoted to the Hutterities, a minority group in Alberta who are often victims of prejudice. Learning activities include choosing a tenant for your house from six applicants, selecting advertisements which display sexual stereotyping, and examining cartoon stereotypes. Pre- and post opinion surveys are included in the student manual. The teachers' manual provides the rationale, objectives, and additional learning activities and discussion questions for each chapter as well as a general bibliography. (KC)

Chapters II and III focus on the concept, influences, assumptions and implications of demand and supply, respectively. Individual and market demand, firm supply in the short run and firm and industry supply in the long run are also discussed. Chapter IV presents the market in terms of concept and operation, changes in market equilibrium, and intervention and dynamic adjustments. Chapter V considers marginal equivalency conditions and economic efficiency. Resource allocation, profit maximizing behavior, and the principles of Adam Smith are presented. Chapter VI describes the organization of industries in terms of perfect and imperfect competition, monopolies and economics of scale, and regulation. Chapter VII discusses public goods and externalities in relation to private goods, collective action, and economic efficiency. Chapter VIII, "Income Distribution," deals with marginal productivity, economic rents, trade unions, and economic equity. The final chapter discusses international trade: gains from exchange, the theory of comparative advantage, tariffs and quotas, and exchange rates. Economic principles are supported by concrete examples, charts, and tables. For accompanying tests, answer sheets, and study approaches, see SO 011 934. (KC) groups consist of a staff member who doubles as a guidance teacher and approximately 20 students. Guidance teachers keep track of students' attendance and academic records, advise students regarding personal or school related problems, act as advocates and as liaison between the guidance counselor and the student, and meet with parents. The guidance counselor works individually with students planning to graduate, with students who need more counseling than the guidance teacher can give, and with the student membership coordinator. The Advocacy Program is designed to deal with behavior problems. Precedures include first and second offense meetings with the guidance teacher, counselor, member of the administrative unit, parents, and a student advocate to assist the student in preparing his/her case. Recommendations deriving from the second offense hearing entail either assigning the student a work project, involving outside professional help for the student, or referring the student for placement in another educational program. The Guidance Committee consists of four members including one student and one parent and acts as a forum for all guidance-related ideas and problems. (KC)

ED 175 809 SP 014 136

Interchange: Vol. 1, No. 2, March-April, 1978.
Learning Exchange, Evanston, Ill.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Note-13p.
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Services, Cooperative Planning, Educational Resources, Fund Raising, *Information Dissemination, *Information Networks, *Intercommunication, Organizational Communication

This newsletter is published as an information source for those people in the education field who would like to establish a learning network. In this issue four topics are addressed starting a learning network, the funding problem, how a survey is conducted to identify potential users, and suggestions for fund raising within a community. (JD)

ED 175 838 SP 014 612

Veilleux, Dave

Physical Education: Tennis, Physical Fitness, Body-Building.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Note-9p.; Prepared by the St. John Valley Bilingual Education Program
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Course Objectives, Curriculum, Exercise (Physiology), Physical Education, *Physical Fitness, Secondary Education, Teaching Methods, *Tennis

This unit plan for introducing high school students to the game of tennis is divided into objectives and suggested activities. A listing of resource outlets and retail prices for equipment and audiovisual materials is included. Student evaluation procedures are outlined, and a sample evaluation checklist is provided. (LH)

ED 175 860 SP 014 762

Anderson, Linda M. And Others

Dimensions in Classroom Management Derived from Recent Research. R&D Report No. 0006.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 79

Contract-OB-NIE-G-78-0216

Note-76p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Class Management, *Class Organization, Classroom Research, Discipline, Early Childhood Education, *Effective Teaching, Efficiency, Inservice Teacher Education, *Organizational Effectiveness, Preservice Education, Primary Education, Skill Development, *Teacher Behavior

A year-long study of 28 third-grade teachers yielded extensive data describing their classroom management practices. The seven most effective and the seven least effective teachers were compared to determine what dimensions of mangement discriminated between them. Teachers who qualified as ``better managers'' had a firm preconceived notion of acceptable student behaviors and fashioned their classroom structures in such a way as to actively discourage intolerable behaviors. They also exhibited superb task analysis and an expertise in coordinating teacher and student activities in the most efficient manner. The ``less effective'' managers appeared to suffer from the lack of a clear set of expectation regarding student behavior and student work level. They considered student activity primarily on the basis of discouraging refractory deportment and did not display an adequately aggressive disposition towards positive student involvement. Although analysis is incomplete, some working hypotheses about the differences between the two types of teacher-managers are presented. (LH)

ED 175 883 TM 008 466

Miyake, Naomi Norman, Donald A.

To Ask a Question, One Must Know Enough to Know What Is Not Known. Report No. 7802.

California Univ., San Diego. Center for Human Information Processing.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.; Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Pub Date-Nov 78

Grant-MH-15828; Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classification, *Complexity Level, *Computer Science Education, Higher Education, *Knowledge Level, *Learning Characteristics, Learning Experience, Learning Processes, *Learning Readiness, Learning Theories, Prior Learning, *Questioning Techniques, Student Ability, Student Needs, Training Techniques

This study involved the manipulation of question-asking in a learning task. The hypothesis that learners should ask the most questions when their knowledge was well-matched to the level of presentation was tested, using two levels of background knowledge and two levels of difficulty of material to be learned. The more simple instructional materials present concrete examples first, followed by more abstract explanations. The more difficult learner's manual presented the abstract concepts first, followed by detailed specifications. The results showed that at least some aspects of complex learning were accessible through the measures of question-asking, and that any theory of question asking in learning could not simply predict that gaps in a person's knowledge would be the source of questions. Specifically, novice learners tended to ask more questions on the easier material than learners with some training. Trained learners asked more questions, and more complex questions, than novices on the more difficult materials. Apparently, the novices did not ask questions about the more difficult material because it was too far beyond their present abilities. (RD) (RD) statistical or null hypothesis. Four activities involved in attainment of this goal were discussed: (1) development of statistical logic needed to define the sampling distribution associated with the hypothesis to be supported; (2) examination of the role of Type I and II errors and power; (3) definition of effect size; and (4) generation of critical values on noncentral sampling distributions of a test statistic. Differences between the traditional procedure of rejecting the null hypothesis and the new procedure allowing support of hypotheses were discussed. Specifically, the new procedure specifies that the researcher must choose a trivial effect size; that the level of significance the experimenter controls for is the Type II (not Type I) error rate; and that a noncentral sampling distribution is defined by the index of effect size and the degrees of freedom upon which the critical region is located. (Author/RD)

ED 175 370 HE 011 729

Directory of Canadian Universities, 1977.
Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.
Pub Date-Apr 78
Note-379p.
Available from-Post-Secondary Education Section, Education, Science and Culture Division, Statistics Canada, Ottawa, K1A 0T6, Canada ($5.25)
Language-English; French
Pub Type- Reference Materials - Directories/Catalogs (132) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Admission (School), College Curriculum, College Faculty, College Majors, College Planning, Colleges, College Students, *Educational Facilities, Educational History, Enrollment Rate, Foreign Countries, Governance, Grading, Graduate Study, *Higher Education, *Institutional Characteristics, Institutional Research, Scheduling, Student Costs, Student Financial Aid, Universities
Identifiers-*Canada

Information about the colleges and universities of Canada is presented in this twentieth edition of the Directory of Canadian Universities for 1977. The history and development of the Canadian system of higher education is discussed in an introductory article that focuses on changes in the structure, governance, students, curriculum, and instruction over the years. For each of the 71 institutions reviewed, general statistics are given and the history and governance of the institution are discussed. Other characteristics that are reviewed include: buildings and grounds, admissions requirements, student financial assistance, extension programs, grading systems, research institutes, student residences, libraries, student life and services, calendar information, fees, curriculum information, and degree programs offered. Full mailing addresses, telephone and telex numbers are included. Statistical data concerning enrollment, staff, and budget are available in each chapter. A map showing university locations is also included. (SF)

ED 175 556 PS 010 838

Miller, Gerald W. Davis, J. Kent

Retention and Concept Identification as Functions of Concept Complexity, Method of Presentation, Stimulus Exposure Time, and Conditions of Recall. Report from the Project on Situational Variables and Efficiency of Concept Learning.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency-Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No.-WRDCCL-TR-54
Pub Date-May 68
Contract-OE-5-10-154
Note-51p.; Contains light print
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Complexity Level, Educational Research, *Memory, *Recall (Psychological), *Retention, Retention Studies, *Young Adults
Identifiers-*Concept Identification

Three experiments investigated concept identification and recall of information as a function of four selected variables: concept complexity, method of instance presentation, stimulus exposure time, and conditions of recall. In all three experiments, retention was measured by the recall of instance values and the recall of instance categories. The number correct was used as the measure of concept identification. Subjects were selected from introductory educational psychology courses. The task in all three experiments was identical. Stimulus materials for the first two experiments consisted of geometric figures drawn on index cards, each figure containing a unique combination of four bivalued dimensions; in the third experiment, two additional dimensions were included. The subjects viewed a series of instances which uniquely defined a concept. After the last instance was displayed, subjects wrote their descriptions of the concept and recalled both the values and category of each presented instance. Results of Experiment 1 show increased recall under conditions of simultaneous presentation of all instances of a concept and under the condition permitting non-ordered recall. Concept Complexity was not related to concept identification or recall. In Experiment 2 it was found that increased exposure time improved recall of values and categories. Increased exposure time and random recall improved concept identification. Again, Concept Complexity was related to neither concept identification or recall. Experiment 3 found that both concept identification and recall were best under 15-second stimulus exposure duration. Category recall was found to be superior under the simultaneous method of presentation. (Author/RH)

ED 175 611 RC 011 602

Hatfield, Weston
The Arts in Rural Illinois. Articles on Community Arts Development.
Illinois Arts Council, Chicago.
Spons Agency-National Endowment for the Arts, Washington, D.C.
Pub Date-79
Note-38p.; Research funded in part by the Department of Local Government Affairs, Springfield, IL
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Agency Role, Arts Centers, Clubs, *Community Attitudes, Community Colleges, *Community Involvement, Community Recreation Programs, Community Resources, Cultural Enrichment, *Fine Arts, Program Development, *Programs, Quality of Life, Questionnaires, Rural Areas, Rural Development, *Rural Population, Rural Schools, Rural Urban Differences
Identifiers-*Illinois, *Role Definition

In an effort to understand the role of the arts in small Illinois communities, a broad exploratory study was conducted in nine counties to determine what potential arts audiences want, what local arts resources offer, and what arts programming strategies are suggested by the gaps between the two. Organizational representatives and individuals responded to interviews and questionnaires designed to test perceptions, desires, and behavior. In addition to school and community college programs (considered the most important source of arts activities in most communities), art, civic, and social organizations in all counties provided many and varied arts-related activities including community art shows and concerts, community and professional theater, painting societies, choruses and bands, drama lessons, and artist-in-residence programs. Respondents particularly enjoyed theater and annual community celebrations. Despite differences between northern and southern counties, the population surveyed was generally satisfied with current opportunities for participation in the arts, but dissatisfied with arts opportunities for youth and the arts activities available. Successful arts programming for rural areas must consider the individual character of target communities. Programs for youth stand a good chance of involving parents who normally would not participate in arts activities. (SB)

ED 175 770 SO 011 937

Economic Evaluation of New Technologies in Higher Education. N.I.E. Report Phase 1, Volume 7 of 7.

Heriot-Watt Univ., Edinburgh (Scotland). Esmee Fairbairn Economics Research Centre.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 78

Note-236p.; For related documents, see SO 011 930-936

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Economic Education, *Economic Factors, *Economics, Financial Policy, Foreign Policy, Higher Education, Income, Inflation (Economics), Investment, Labor Market, Marketing, Money Systems, Policy Formation, Unemployment

Part of a series of instructional packages for use in college level economics courses, this document contains nine lecture outlines on macroeconomics. The first section deals with basic macroeconomic concepts in terms of underlying microeconomic behavior, national income and product accounting, nominal and real GNP, actual and potential GNP, and economic policy. Section II presents a simple model of income and expenditure determination. Section III focuses on aggregate demand relative to the GNP, unemployment, and inflation. Section IV discusses fiscal policy, the balanced budget multiplier, the choice of the size of the budget deficit or surplus, and endogenous taxes. Section V covers investment expenditure in the American economy, investment expenditure and the rate of interest, and other determinants of investment expenditure. Sections VI and VII deal with money and interest in particular, saving and wealth, money and financial intermediaries, the demand for money, general equilibrium of goods and financial markets, and monetary policy. Section VIII discusses aggregate supply in terms of the labor market and the Phillips Curve. The final section deals with international economics in terms of balance of payments, foreign trade, and international monetary arrangements. Economic principles presented in the lectures are supported by concrete examples, charts, and tables. For accompanying tests, answer sheets, and study approaches, see SO 011 932. (KC)

ED 175 788 SO 011 955

Barna, LaRay M.

Ethics and Intercultural Communication Education.

Pub Date-79

Note-14p.; Paper presented at Annual Conference of the Society for Intercultural Education, Training and Research (Mexico City, Mexico, March 2-9, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Problems, Cultural Awareness, *Cultural Education, *Cultural Interrelationships, Educational Practice, *Ethical Instruction, *Ethics, Foreign Students, Higher Education, Student Needs, *Teacher Responsibility

The examination of ethical implications as part of intercultural communications courses and the responsibility of the instructor of these courses are discussed. Two questions are considered: Should ethics as a topic be included in courses in intercultural communications? What common problems in intercultural communication education could be in violation of ethical principles? Since class discussions always include the existence of differing perceptions, values, assumptions, and communication styles, the subject matter makes ethics hard to ignore. Also, there is the need to bring attention to reliance on written and unwritten codes in one's culture and to consider theories of ethical relativism and ethical universalism. Finally, the topic of ethics should consider the possibility of misuse and abuse of certain cultural information and skills and the responsibility that goes along with learning a new language and culture. The second question involves six classroom practices which should be scrutinized: using teaching maxims as if they were valid for all cultures; disseminating information about cultures without adding cautions to check reliability due to possibilities of change and individual differences; failing to discuss the ethics of misusing cultural information; enforcing one's own behavior and learning style in an ethnocentric manner; using a double standard of grading; and failing to recognize and/or help students work through an identity crisis. (Author/KC)

ED 175 904 TM 009 260

Yap, Kim Onn And Others

Effects of Data Analysis Methods and Selection Procedures in Regression Models.

Pub Date-Apr 79
Note-46p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bias, Compensatory Education Programs, Evaluation Methods, *Mathematical Models, Multiple Regression Analysis, *Program Evaluation, *Research Design, *Research Problems, *Sampling
Identifiers-Elementary Secondary Education Act Title I, *RMC Models

The effects of using different data analysis methods on estimates of treatment effects of educational programs were investigated. Various regression models, such as those recommended for Title I program evaluations, were studied. The first effect studied was the amount of bias that might be expected to occur in the various settings. Results indicated that bias was rarely a problem. What did appear to be a problem was the efficiency of the estimates. That is to say that while the estimates were not consistently off of the expected true value (bias), there was considerable inaccuracy in the results (inefficiency). Several recommendations were made with respect to selecting and placing into treatment and control groups. Furthermore, some concern was expressed over the use of the regression model to evaluate educational programs at all. (JKS)

ED 175 679 SE 028 687

Calloway, Jean M., Ed.

Supplementary and Enrichment Series: Systems of First Degree Equations in Three Variables. SP-21.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-65
Note-44p.; For related documents, see SE 028 648-675; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Algebra, *Analytic Geometry, Curriculum, *Enrichment, *Graphs, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials
Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series is designed to make material for the study of topics of special interest to students readily accessible in classroom quantity. Topics covered include a three dimensional coordinate system, distance formula, the equation of a plane, first degree equations in three variables, systems of first degree equations in three variables, and the line of intersection of two intersecting planes. (MP)

ED 175 709 SE 028 747

Teachers' Guide to Free and Inexpensive Materials on Energy.
Mississippi State Univ., State College. Cooperative Extension Service.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-MEEC-30
Pub Date-78
Grant-DOE-EU-78-G-05-5873
Note-24p.; For related documents, see SE 028 748-757
Available from-Mississippi Energy Extension Center, P.O. Box 5406,
Mississippi State, MS 39762 (no price quoted)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audiovisual Aids, Books, *Energy, *Energy Conservation,
*Environmental Education, Fuel Consumption, *Instructional Materials,
*Natural Resources, Reference Materials
Identifiers-*Energy Education, Mississippi

Included are listings of books, pamphlets, films, factsheets, magazines, reports, and comic books. Entries are listed on the basis of their relationship to energy as a subject area and their availability at little or no expense. (Author/RE)

ED 175 810 SP 014 144

Waimon, Morton D. And Others
Using Product Analysis to Develop Self-Improvement Skills in CBTE Programs.
Pub Date- 79
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Behavior Change, Feedback, Individual Development, Performance Based Teacher Education, *Self Evaluation, Teacher Attitudes, *Teacher Behavior, *Teacher Improvement, Teaching Skills

It was hypothesized that a structured analysis of pupil outcomes will improve the attitudes and performance of prospective teachers. This procedure, known as Product Analysis, is a self-regulation technique based on the assumption that teachers who are able to monitor the effects of their teaching behavior on student achievement will alter that behavior appropriately to maximize positive effects. Two groups of prospective teachers were used as subjects to test this hypothesis. One group received training in using the Product Analysis technique, the other did not. Subsequent test results of the two groups indicated significant behavior change in the training group and substantially high pupil achievement. (JD)

ED 175 837 SP 014 617

Ryan, Kevin

Some Feedback Is Better Than Others: Implications of a Study of First Year Teachers for the Follow Up of Teacher Education Graduates.

Pub Date-Apr 79

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Teachers, Evaluation Methods, Experience, *Feedback, *Followup Studies, Success Factors, Surveys, Teacher Education, *Teacher Morale, *Teaching

The conditions that surround a beginning teacher's first year of employment profoundly affect the level of professional competency that a teacher is able to develop and maintain in later positions. A survey of 18 first-year teachers from diverse institutional backgrounds revealed that beginning teachers have poor subjective judgment concerning their own teaching ability, often find their professional capabilities severely influenced by personal matters, and can feel both socially and professionally isolated in the classroom. A feedback system designed to provide teacher educators with more realistic assessments of beginning teachers' difficulties is one way to aid in effectual design of preservice programs and to provide constructive criticism for the new inservice teacher. (LH)

ED 175 333 **HE 011 637**

Weaving, Anne

The Significance of Deferment for Students Who Did Not Re-Enrol in 1977 at the University of New South Wales. TERC Research and Development Paper No. 48.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

Report No.-TERC-48

Pub Date-Oct 77

Note-29p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Choice, College Students, Dropout Characteristics, *Dropout Research, *Enrollment Influences, Foreign Countries, Higher Education, Institutional Research, Postsecondary Education, Research Projects, *School Holding Power, School Surveys, *Student Mobility, *Transfer Students

Identifiers-Deferment, *Stopouts, *Student Attrition, University of New South Wales (Australia)

The findings are presented of a study of 309 students at the University of New South Wales who were granted a deferment in 1976 but did not re-enroll in 1977. Students replied to a questionnaire and were divided into three groups: students attending other universities, students attending any other postsecondary institution, and those not enrolled in any postsecondary institution in 1977. Among findings were that deferment requests have been steadily rising, nearly 75 percent of deferring students who did not take up their place at the University of New South Wales enrolled in other postsecondary institutions, and almost all deferring students believed their year away from study was beneficial. Tables are included on such topics as: reasons for approved deferments; comparative deferment figures for several universities; home residence at time of deferment; and responses to the survey by sex. The survey questionnaire is appended. (PHR)

Advisory List of Instructional Media: Reference Books.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.
Pub Date-78
Note-12p.; For related documents, see ED 149 756 and ED 149 761
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Book Reviews, Elementary Secondary Education, *Instructional Materials Centers, *Library Collections, *Reference Books, School Libraries, Summative Evaluation

This annotated bibliography from the Materials Review and Evaluation Services lists reviewed and evaluated reference books for school media collections. Educators should bear in mind that books included on this list were selected from those which publishers chose to submit for evaluation and may assume that books available for purchase not appearing on the list either were not submitted for evaluation or received unfavorable reviews. At the end of this bibliography may be found an unannotated list of books which have had favorable reviews in reliable reviewing sources. Books are listed by author; information provided for each item includes title, publisher, date of publication, cost, and grade level. (Author/RAO)

ED 175 457 IR 007 626

New Jersey Blueprint for School Media Programs. Second Edition.

New Jersey State Library, Trenton. Library Development Bureau.
Pub Date-79
Note-21p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audiovisual Aids, Check Lists, Facility Requirements, *Instructional Materials Centers, Library Materials, *Library Planning, *Library Programs, Personnel Needs, School Libraries, *Self Evaluation

Designed to be used for self evaluation at the local level, as a guide for supervisors, and to provide direction for short and long range planning of library media programs, this document proposes some guiding principles, defines selected terms, and outlines quantitative standards. The checklist of standards which makes up the greater part of the pamphlet is intended for use by individual libraries to examine their operations in terms of staff, facilities, collection, and equipment. (JEG)

ED 175 480 IR 007 657

Handbook. Idaho Public Library & District Trustees, 1978.

Idaho State Library, Boise.

Pub Date-78

Note-48p.; Some pages on colored paper in the original may not reproduce

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrative Policy, Advisory Committees, Library Administration, *Public Libraries, State Libraries, *Trustees

Identifiers-*Idaho

This guide to the responsibilities and regulations for library trustees in Idaho includes a brief history of Idaho libraries; regulations for the appointment of trustees; a directory of the state's regional library system and the public, district and school/community libraries within each district; a description of state aid distribution to these libraries; programs and services of the state library; and information on financing for public and district libraries, including annual report requirements. Appendices contain a reprint of ``The Trustee of a Small Public Library'' by Virginia Young, sample bylaws for libraries, a policy manual, guidelines for the trustee of a library cooperative system, and a glossary of library terms. (RAO)

ED 175 631 SE 027 782

Wheatley, Grayson H.
Calculators in the Classroom: A Proposal for Curricular Change.
Pub Date-Apr 79
Note-12p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Contains occasional light and broken type
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Calculation, Curriculum Development, *Educational Research, Elementary Education, *Elementary School Mathematics, Mathematical Concepts, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Problem Solving
Identifiers-*American Educational Research Association, *Calculators

This paper, presented at the 1979 meeting of the American Educational Research Association (AERA) in San Francisco, discusses the effects of calculator availability on the elementary school mathematics curriculum. The rationale for a shift from a computationally based curriculum to a conceptually oriented curriculum utilizing the calculator as an instructional tool is presented. Recommendations for curricular change and the teaching of complex computations in the elementary school are also included. (HM)

Lichty, Richard W. Peterson, Jerrold M.
Peer Evaluations A Necessary Part of Evaluating Teaching Effectiveness.
Spons Agency-Minnesota Univ., Duluth.
Pub Date-79
Note-7p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Faculty, *College Instruction, *Effective Teaching, *Evaluation Methods, Faculty Development, *Faculty Evaluation, Higher Education, *Instructional Improvement, *Peer Evaluation, Seminars, Teaching Methods, Teaching Quality, Videotape Recordings

The use of peer evaluation in assessing teaching effectiveness is discussed and two techniques that utilize peer evaluation are explained in this paper. Peer evaluation is viewed as a comprehensive measure of teaching effectiveness and a necessary supplement to student evaluation of teacher performance. It is suggested that this method be carried out either indirectly by requiring each faculty member to present a seminar report to his/her peers or by evaluating faculty performance through the use of video tape. Advantages and disadvantages of both methods are examined. It is suggested that the seminar and video taping technique need further exploration to realize their full potential as evaluation methods. The importance of peer evaluation as an element for improving instructional technique is emphasized. (SF)

ED 175 390 IR 007 132

Dalton, Phyllis I.

Countywide Cooperative Library Service, Lincoln County, Oregon. An Action Plan.

Pub Date-78

Note-90p.; For related document, see IR 007 131

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*County Programs, Demography, Financial Support, Geography, *Libraries, Library Collections, *Library Cooperation, *Library Planning, *Library Services, Organization

Identifiers-Collection Development, *Oregon (Lincoln County)

This comprehensive action plan addresses eight areas important to the development of county-wide cooperative library service: the utilization of total library resources and services, accessibility of library service, organization, financing, special services for special needs, short range action plans, and long-range planning. Additional sections of the report cover population characteristics of Lincoln County, geographic characteristics, library characteristics, collection evaluation, special collections, audiovisual collections, and bibliographic control. Appendices, which comprise almost half of the report, provide other county-related information, as well as sample contract forms, tables, and references. (JD)

Mantei, Marilyn M.

Modeling User Behavior in Computer Learning Tasks.

Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C.
Pub Date-2 Apr 79
Contract-F44620-73-C-0074; N00014-76-0874
Note-29p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Computational Linguistics, *Computer Assisted Instruction, *Computer Programs, *Man Machine Systems, *Task Analysis

Model building techniques from Artifical Intelligence and Information-Processing Psychology are applied to human-computer interface tasks to evaluate existing interfaces and suggest new and better ones. The model is in the form of an augmented transition network (ATN) grammar which is built by applying grammar induction heuristics on a sequential record of a user's interaction with a computer system. A computer-aided instruction experiment is described which illustrates the model building technique. Variations in the task presentation are constructed in the ATN grammar and used to pinpoint interface design problems. (Author/RAO)

Evans, N. Dean Neagley, Ross L.

Planning and Developing Innovative Community Colleges.

Pub Date-73
Note-381p.; Out of print. Originally published by Prentice-Hall, Inc., Englewood Cliffs, New Jersey
Pub Type- Guides - Non-Classroom (055) - Books (010)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Accreditation (Institutions), *Campus Planning, College Curriculum, College Faculty, *College Planning, Community Colleges, Curriculum, Educational Finance, Educational Objectives, Facility Guidelines, Financial Support, *Instructional Design, *Junior Colleges, Occupational Information

Designed for trustees, college planners, and teachers and students of administration, this monograph presents a comprehensive approach to the design and development of modern community colleges. Topics covered in this book include: (1) state planning structures and regulation systems for higher education; (2) needs assessment techniques; (3) strategies for funding the college; (4) guidelines for appointing trustees and selecting a president; (5) how to train the college staff; and (6) how to develop philosophy, institutional objectives and college policies. Various approaches to designing the educational program are also presented, and chapters include discussion of instructional systems, innovative approaches to curriculum, media resources, administrative and student support services, as well as facility construction and final college accreditation procedures. Each of the fourteen chapters includes a list of selected readings and a chapter summary. Suggested activities and problems are included with each chapter which enhance the book's use as a textbook and instructional aid. Photographs are included throughout the text and various educational plans, survey forms, organizational charts, and job descriptions are appended. (DR)

Program Review.
Triton Coll., River Grove, Ill.
Pub Date- 79
Note-31p.
Pub Type- Reports - Evaluative (142) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role, Community Colleges, Consultants, Curriculum Evaluation, *Evaluation Methods, *Evaluators, *Formative Evaluation, *Institutional Research, *Junior Colleges, *Program Evaluation, Program Improvement, Teacher Role

Triton College's proposed method of conducting periodic comprehensive evaluations of the quality and potential of its academic programs has five components. First, a self-study is conducted by the faculty and administrators of the program being reviewed, in a year-long comprehensive examination of the program. Second, an external consultant, with expertise in the field under review, evaluates the self-study report, makes an on-site visit, and prepares a report. Third, the Academic Dean reviews the self-study and consultant's reports and prepares a written reaction to or analysis of each. Fourth, the Program Review Committee, comprised of individuals outside of the program being reviewed, examines the three reports, conducts an interview conference with the program staff, and prepares their own report. Finally, the Vice President for Academic Affairs reviews the previously prepared reports and writes an action report to be reviewed by the Academic Council and submitted to the President. This pamphlet contains: (1) instructions for conducting the self-study in areas of program goals and objectives, curriculum, resources, continuing program need, administration, strengths and areas for improvement, and projections; (2) a guide to the selection and functions of the external consultant and his/her report; (3) guidelines related to the membership and responsibilities of the Program Review Committee; and (4) various forms used in the review process. (AYC)

Cultural Diversity in Early Childhood Education: Teacher Training Manual.

Saint Patrick's Day Care Center, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-G00771105
Note-103p.
Available from-St. Patrick's Day Care Center, 366 Clementina Street, San Francisco, California 94103 ($3.00)
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Cross Cultural Training, *Cultural Differences, Curriculum Development, Day Care Services, Early Childhood Education, Evaluation Methods, *Inservice Teacher Education, *Multicultural Education, Parent Participation, Parent Teacher Cooperation, *Program Design, *Teacher Workshops

This Teacher Training Manual describes a project which developed and implemented a two semster series of workshops accompanied by field work experience to provide early childhood education teachers with the necessary skills to plan a multicultural program. The first part of the manual describes the project. Included are the Workshop Facilitator Questionnaire, project objectives, a calendar of events, descriptions of workshop content and field work assignments and evaluation methods. The model for a multicultural curriculum for early childhood education comprises the second half of the manual. Discussed are the initial planning process, how to develop a multicultural environment, the goals and objectives of curriculum development, how to organize an early childhood multiethnic curriculum using a thematic approach, the need to use community and parent resources, parent staff relationships and how to evaluate the curriculum. As an example of the thematic approach curriculum, a monthly schedule of activities and sample lesson plans for a unit on work are provided. The manual concludes with a bibliography of recommended readings. (Author/MP)

ED 175 593 RC 011 399

Gilfillan, Warren C., And Others
Student Preparation Workbook for Outdoor School Attendance.
Multnomah Outdoor Education, Portland, Ore.
Pub Date-Dec 78
Note-62p.; Not available in hard copy due to extensive use of colored paper
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Botany, Ecology, Educational Games, Elementary Education, *Environmental Education, *Grade 6, *Interdisciplinary Approach, Land Use, *Learning Activities, *Natural Resources, *Outdoor Education, School Orientation, Soil Conservation, Vocabulary Development, Water Resources, Zoology
Identifiers-*Multnomah County Outdoor School OR

Sixth grade students can prepare for the Multnomah County, Oregon, Outdoor School experience by completing the workbook designed to provide fundamental information about soil, water, plant, and animal resources. The workbook begins with an introduction to environmental manners, after which a section is devoted to each resource area. The glossary of terms and words provided for each area is the basis of many of the learning activities which include charts, matching, drawing, labeling, completing study sheets, and games (bingo, crossword puzzles, word searches, word scrambles). The activities specifically address: the water cycle; crayfish; pH; dissolved oxygen; trees; tree measuring; ecosystems; and land use planning. A Teacher's Guide accompanies the workbook. (SB)

ED 175 652 SE 027 893

CSMP Mathematics for the Upper Primary Grades Part II, Teacher's Guide. The Languages of Strings and Arrows. Geometry and Measurement. Workbooks. Final Experimental Version.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Note-346p.; For related documents, see SE 027 875-892; Contains colored charts and activities which may not reproduce well; Not available in hard copy due to copyright restrictions

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Curriculum Development, *Curriculum Guides, Early Childhood Education, *Elementary School Mathematics, Geometry, *Instructional Materials, Mathematical Logic, *Mathematics Curriculum, *Mathematics Instruction, Measurement, *Number Concepts, Primary Education, Set Theory, Textbooks, Workbooks

Identifiers-*Comprehensive School Mathematics Program

This guide represents the final experimental version of an extended pilot project which was conducted in the United States between 1973 and 1976. The manner of presentation and the pedagogical ideas and tools are based on the works of Georges and Frederique Papy. They are recognized as having introduced colored arrow drawings (papygrams'') and models of our numeration system (the Papy minicomputer'') into the teaching of mathematics at the elementary and secondary level in Belgium. The CSMP curriculum follows the spiral approach.'' The text begins with exercises in the Language of Strings and Arrows. These are intended to teach the skills of classification and provide a language for studying and talking about relationships. The section entitled Geometry and Measurement emphasizes experience'' rather than mastery.'' Activities deal with distance and measurement in an unsophisticated sense. Five workbooks are included with problems of varying levels of difficulty all in one booklet. The first ten problems of each booklet are easy problems, the next ten to twelve pages are average level difficulty, and the last ten pages are more challenging problems. The students have the opportunity to work individually with the workbook sections. (Author/SA)

ED 175 735 SO 010 475

Winston, Barbara J. Anderson, Charlotte C.

Skill Development in Elementary Social Studies: A New Perspective.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.-SSEC-Pub-221

Pub Date-77

Note-86p.

Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($4.25)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Childhood Attitudes, *Citizenship, *Educational Objectives, Elementary Education, Information Needs, *Information Processing, *Skill Development, Social Change, *Social Studies, Student Attitudes, Values

Identifiers-Information Analysis Products

The handbook defines skills which are critical to elementary school students in acquiring and processing information related to social studies. It also suggests teaching strategies for use by elementary school teachers as they develop social studies and/or citizenship education programs. In addition, the document should be helpful to preservice teachers because of its comprehensive explanations of developmental background of various skills. Three broad categories of skills are dealt with: (1) information acquisition skills (direct observation, using questions, using prepared sources), (2) information processing skills (comparing, conceptualizing, hypothesizing), and (3) self-management skills (decreasing stereotypic, egocentric, and ethnocentric perceptions). For each category, a definition is presented, followed by skills, utility, lesson objectives, and long range objectives. Lesson objectives are grouped in sets of three according to appropriateness for various grade levels. Activities involve children in map and globe skills, grouping objects, and describing concepts (grades K-3); discussing information gleaned from stories and writing statements about testing various hypotheses (grades 4-5); and generating hypotheses from information presented and creating newspaper stories about suggested topics (grades 5-6). A bibliography of resources related to skill development and social studies concludes the document. (DB)

ED 175 881 SP 014 763

Emmer, Edmund T. And Others

The First Weeks of Class...And the Rest of the Year. Research and Development Report No. 6005.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 79

Contract-OB-NIE-G-78-0216

Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Class Management, Class Organization, Classroom Observation Techniques, Discipline, Educational Research, *Effective Teaching, Elementary Education, *Student Behavior, *Teacher Behavior, Teacher Evaluation

Classroom observation of 28 third-grade teachers illustrated the management and planning strategies that differentiate effective teachers from less effective teachers. Effective managers communicated a workable system of rules and procedures, monitored students carefully, and were consistent in treating inappropriate behavior. Less effective managers did not establish their credibility at the outset of the academic year and were unpredictable in both their feedback and discipline techniques. Discipline and organizational procedures were delineated during the first weeks of the school year by the more effective teachers. (LH)

ED 175 884 **TM 008 499**

Olejnik, Stephen

Data Analysis Strategies for Quasi-Experimental Studies Where Differential Group and Individual Growth Rates Are Assumed. Research Series No. 13.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Contract-400-76-0073
Note-47p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($2.75 each)
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Gains, Comparative Statistics, Educational Research, *Educational Testing, *Growth Patterns, *Individual Development, *Mathematical Models, Post Testing, Pretesting, *Research Design, Statistical Analysis
Identifiers-*Quasi Experimental Design

The measurement of change in quasi-experimental educational research was discussed. Problems related to measuring change exist to varying degrees in all research designs; these issues are less troublesome in experimental studies because the investigator can manipulate the interest variables and observe their effects on other variables. Measuring change is more difficult in quasi-experimental studies because the investigator lacks the freedom to manipulate the variables. This study focused on issues of change associated with the latter design. Specifically, this study utilized the non-equivalent control group design, in which the results of one or two pretests are available prior to the investigation. Four models, or solutions to the fan spread hypothesis, in which variables can be used to predict change, were compared: (1) gains in standard scores; (2) single covariable analysis of covariance with estimated true scores; (3) gain scores adjusted for differential growth rates; and (4) multiple fallible covariable analysis of covariance. Methods (1), (2), and (3) were found to be suitable when the pretest-post test correlation of individual growth was unity. When this correlation was imperfect, methods (1) and (3) estimated the desired effect. (GDC)

Advisory List of Instructional Media for Vocational Education.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

Pub Date-78
Note-21p.; For related documents, see ED 149 760-761
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Book Reviews, *Career Education, Elementary Secondary Education, Films, Filmstrips, *Instructional Materials Centers, *Instructional Media, *Library Collections, School Libraries, Summative Evaluation, Workbooks

This annotated bibliography, from the Materials Review and Evaluation Services lists reviewed and evaluated instructional media appropriate for school media centers in the area of career education. Educators should bear in mind that materials included in this list were selected from those which publishers chose to submit for evaluation and may assume that materials for purchase not appearing on the list either were not submitted for evaluation or received unfavorable reviews. At the end of this bibliography may be found an unannotated list of materials which have had favorable reviews in reliable reviewing sources. Items are listed by type of media books, workbooks, 16mm films, and sound filmstrips. Information provided for each item includes author, title, publisher or producer, date of production, cost, and grade level. (Author/RAO)

ED 175 458 IR 007 627

Nickerson, Rand Teachman, Goody S.

Potential for Television-Based Learning Systems. Final Report. RR 1978-26.

Ontario Educational Communications Authority, Toronto.

Pub Date-Jan 79

Note-33p.

Pub Type- Reports - Evaluative (142) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Television, Foreign Countries, Marketing, Programing (Broadcast), *Program Planning, *Public Television, Tables (Data), *Television Surveys

Identifiers-*Canada

A telephone survey was conducted in the TV Ontario major market areas to determine the potential for television based learning systems, which would include a television component, a variety of possible print components, and access to individual or group instruction by telephone or in person. The potential audience for a learning system of this type was examined, as well as possible topics of interest. The most desirable format and content were also analysed to determine the directions for future television based courses of study. The data are based on 1,242 telephone interviews with individuals 18 years or old or older, living in Toronto, London, or the Ontario part of Ottawa. This report describes the survey methodology and provides a profile of the sample population in terms of demographic data, television viewing habits, and adult learning experiences. Findings include the subjects' awareness of and desire to participate in such a system, as well as preferred subject areas and format, perceived advantages and disadvantages of this type of study, and their attitude toward television-based learning systems. A discussion of the findings and recommendations conclude the report. (JEG)

ED 175 481 IR 007 658

LeBarron, Suzanne
Humanities in Minnesota: People, Funding, Ideas. A Handbook of Resources.
Minnesota State Dept. of Education, St. Paul. Library Div.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Mar 79
Note-59p.
Pub Type- Reference Materials - Directories/Catalogs (132) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Programs, *Humanities, Human Resources, Information Sources, Program Budgeting, Program Descriptions, *Program Planning, *Public Libraries, *Resource Guides
Identifiers-*Minnesota

This handbook, produced by a project of the Office of Public Libraries and Interlibrary Cooperation (OPLIC), provides planning, topic, funding, and resource information to help public libraries in Minnesota, in collaboration with other education and community agencies, provides public adult programming in the humanities. Information was gathered through statewide planning meetings involving public librarians, as well as people from educational agencies, community organizations, other types of libraries, and interested citizens. Telephone surveys were conducted to assess current public library programming for adults, particularly in the humanities, and to intiate a survey to judge circulation of adult humanities materials. Insights gathered from the humanities meetings identify some gaps in programs and topics, attitudinal and resource barriers, planning considerations, possible evaluation techniques, and ideas for topics and formats that could be used for humanities programming. A brief listing of sources is provided to help planners locate people, traveling programs and exhibits, special collections, and further guides to programming. Funding sources are also listed and outlined. Included is a directory of humanities resource people in Minnesota representing teachers, writers, and practitioners willing to assist in planning, participate in programming, or assist in grantwriting; area library and topic indexes to the directory are provided. (CWM)

ED 175 575 PS 010 879

Bergstrom, Joan Lazar, Irving
Curriculum Materials for the Family as Faculty.
Pub Date-Nov 78
Note-48p.; Paper presented at the Parents as Educators Conference (Washington, D.C., November 19-21, 1978)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Children, *Educational Games, *Experiential Learning, Family School Relationship, *Home instruction, *Instructional Materials, *Parent Participation, Resource Materials, *Toys, Youth

This paper provides an overview of educational materials available for parents to use in facilitating their children's learning. The primary focus is on developing parental support systems which extend learning into the home through creative and effective use of materials. General considerations such as the larger social context of the learning process, historical changes in family interaction patterns, the role of play, and the role of the community in children's learning are briefly discussed. The current status of mass market materials is discussed in more detail, with consideration given to materials for different age groups, materials concerned with contemporary society (those concerned with human ecology, nutrition, health education, consumer education, social relations, etc.), and materials designed to offer parental support in fostering informal learning in children. Also covered are special home-school-community programs that foster parent-child interaction with respect to school learning; publications on parenting; and inadequacies and gaps in the mass market supply (sex-stereotyped materials; lack of consumer guidance in toy selection; lack of multicultural materials; safety problems; lack of creative educational materials; lack of materials adapted to the needs of handicapped children and their families; and lack of materials reflecting current knowledge about child development). A plan of action for materials development and distribution is recommended for implementation by the National Institute of Education. (Author/SS)

ED 175 612 RC 011 603

Beyond Bows and Arrows. Resource Manual.

Civil Service Commission, Washington, D. C. Bureau of Intergovernmental Personnel Programs.

Pub Date-May 79
Note-148p.; Prepared for the Dallas Region Symposium on the American Indian
Pub Type- Reference Materials (130)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American History, *American Indian Culture, American Indian Education, *American Indians, Civil Rights, Education, Employment, Federal Government, *Federal Indian Relationship, *Government Role, Health, Housing, Population Trends, Reservations (Indian), *Treaties, *Tribes
Identifiers-*American Indian History, Bureau of Indian Affairs, Cultural Contributions

In spite of their visible prominence and influence on almost every aspect of our society, American Indians remain the least understood group of people. To acquaint symposium participants with the American Indian and to produce greater understanding, this resource manual documents the historical treatment and present status of Indians. Presented are: the constitutional status of American Indians, including sources of federal power, tribal sovereignty, powers of tribal self-government, hunting and fishing rights, domestic relations, taxation, legal status of Indian individuals, constitutional immunity, the 1968 Indian Bill of Rights, rights and privileges of state citizenship, and wardship; American Indian tribes, Eskimo and Aleut groups for which the Bureau of Indian Affairs has responsibility; federal Indian policies from the colonial period through the early 1970's; administrators of U.S. Federal Indian Policy; Commissioners of Indian Affairs from 1832 to the present; important dates in federal Indian relationships; labor statistics; employment; education; health; relevance of Indian life to civilization; housing; Indian population by regions; location of Indian lands and communities; and Indian tribes and organization, including names and addresses of each leader. (NEC)

ED 175 080 SE 028 668

Calloway, Jean M., Ed.

Supplementary and Enrichment Series: Systems of First Degree Equations in Three Variables. Teachers' Commentary. SP-22.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-65

Note-49p.; For related documents, see SE 028 648-675; Contains occasional light and broken type

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Algebra, *Analytic Geometry, Curriculum, *Curriculum Guides, Enrichment, *Graphs, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics

Identifiers-*School Mathematics Study Group

This is one in a series of manuals for teachers using SMSG high school supplementary materials. The pamphlet includes commentaries on the sections of the student's booklet, answers to the exercises, and sample test questions. Topics covered include the coordinate system, distance formula, planes and first degree equations in three variables, the graph of a first degree equation in three variables, intersecting planes, and parametric equations. (MP)

Egger, W. M.
Lab Experiments in Energy for High School Physics.
Mississippi State Univ., State College. Cooperative Extension Service.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-MEEC-31
Pub Date-78
Grant-DOE-EU-78-G-05-5873
Note-29p.; For related documents, see SE 028 747-757
Available from-Mississippi Energy Extension Center, P.O. Box 5406, Mississippi State, MS 39762 (no price quoted)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum Planning, Energy, *Energy Conservation, *Instructional Materials, Interdisciplinary Approach, *Laboratory Experiments, *Laboratory Manuals, *Science Education, *Secondary Education
Identifiers-*Energy Education, Mississippi

This laboratory unit is designed for a minimum of 15 hours of work. Experiments are designed to fit a complete unit of study on energy, and require only simple, inexpensive, or easily constructed equipment. Motivational questions, objectives, support information, feedback items, and follow-up activities are incorporated into the various experiments. (Author/RE)

ED 175 753 SO 011 913

Paulston, Rolland G.

Evaluation, Ideology, and Educational Change: A Select International Bibliography.

Pittsburgh Univ., Pa. International and Development Education Program.; Pittsburgh Univ., Pa. School of Education.

Pub Date-Jul 79

Note-16p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Education, Curriculum Development, *Educational Change, *Educational Philosophy, Educational Planning, *Educational Policy, Elementary Secondary Education, Foreign Countries, Higher Education, Policy Formation, *Political Influences, Social Action, Social Change, *Social Influences, Social Science Research

The bibliography identifies 179 books, journal articles, and papers published from 1969 through July 1979 concerning educational change, evaluation, and ideology. Arranged alphabetically by author, topics include social change, social science research and national policy, social policy research, politics and educational reform, and ideology and curriculum. Most publications listed are in English although some are in French, German, Portugese, and Swedish. (KC)

ED 175 811 SP 014 147

Reavis, Charles A. Shine, Stephen C.
A Study of the Effects of Prefatory Remarks on Teacher Evaluation.
Pub Date-77
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitudes, *Bias, Evaluation Criteria, *Expectation, *Observation, *Predictive Validity, Teacher Behavior, *Teacher Evaluation

A test was made to determine the impact of positive or negative expectations on individuals conducting formal observation of teachers in the classroom for the purpose of evaluation. Two groups of graduate students who were receiving training in classroom observation viewed a video tape of a teacher instructing her class. Group one was given the impression that she had been a fine education student in college; group two was told casually that she had not been outstanding in college. A review of the evaluation ratings by the two groups revealed that their responses to the teacher's classroom behavior was colored by the prefatory remarks they had heard, and that they were inclined to judge her with some positive or negative bias. (JD)

ED 175 838 SP 014 629

Dorst, Paul W. Steeves, Doug

A Competency-Based Approach to Secondary Student Teaching in Physical Education.

Spons Agency-Arizona State Univ., Tempe.
Pub Date-79
Note-23p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change, *Performance Based Teacher Education, Positive Reinforcement, Secondary Education, *Student Behavior, Student Teacher Relationship, *Student Teaching, *Teacher Behavior, Teacher Influence

The effects of a competency based intervention strategy on selected behaviors of student teachers in physical education were investigated to determine if there was any subsequent change in two categories of pupil behavior. Subjects received a competency based package, which included specific instructions, a reading sheet, graphic feedback, cues, reinforcement, and weekly goals. Rates per minute for selected teacher behaviors and the percentage of pupils engaged in the two pupil behavior categories were plotted to form a profile of both teaching and pupil behaviors. These profiles illustrated the way teachers and pupils behaved in the physical education environment during both pre-intervention and intervention conditions. Significant increases were observed in both teachers' positive behaviors and pupils' engagement in appropriate behavior. (JD)

ED 175 905 TM 009 261

Threadgill, Judith

The Interaction of Learner Aptitude with Types of Questions Accompanying a Written Lesson on Logical Implications.

Pub Date- Apr 79
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Aptitude, Foreign Countries, Grade 10, *Learning Processes, *Mathematical Logic, Performance Factors, *Questioning Techniques, Secondary School Mathematics, Senior High Schools, *Verbal Ability, Vocabulary
Identifiers-*Aptitude Treatment Interaction, Canada

Since research on the effect of questions adjunct to written materials has usually ignored learner aptitudes, this study was designed to explore the interaction of a verbal aptitude measure (vocabulary ability) with two types of questions following a prose selection on logical implications. Two hundred fifty-two tenth-grade students were randomly assigned to one of four treatments: text with applied questions, text with verbatim questions, text with no questions, and control text. Regression analysis yielded an ordinal interaction, suggesting that applied questions were more effective than no questions for students with low aptitude scores, while not differentially affecting students with high aptitude scores. In addition, a disordinal interaction was identified which suggested that students with low aptitude scores learned more from verbatim questions, while students with high aptitude scores learned more with no questions. (Author/RD)

ED 175 334 HE 011 638

Powell, J. P.

Tertiary Teachers Learning About Learning: A Case Study of Constraints and Opportunities. TERC Research and Development Paper No. 49.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

Report No.-TERC-49

Pub Date-Oct 77

Note-34p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, *Adult Learning, College Faculty, *Course Evaluation, *Education Courses, Foreign Countries, Health Occupations Education, Higher Education, *Learning Processes, Masters Degrees, Student Evaluation of Teacher Performance, *Teacher Education, Teacher Influence

Identifiers-*University of New South Wales (Australia)

A case study is presented of a course for experienced tertiary teachers at the University of New South Wales. The course, Learning and Teaching,'' was a compulsory part of a masters program for those involved in teaching the health professions. Classroom events were used to identify and illustrate some general principles of adult learning and to encourage a fuller understanding of how undergraduates approach courses, teachers, and learning tasks. The significance of the first class meeting, assessment, the role of emotions in learning, teacher dependency, and methods of monitoring teaching and learning are discussed. It is concluded that this case study taught the instructor much about his teaching style and its effects on students, and that courses with little structure and no well-defined aims and objectives can still succeed. Appendices include a student form for assessing the course, the instructor/author's impressions of the course, and an evaluation of the course by two students. (Author/PHR)

ED 175 371 HE 011 730

University Education Growth: 1960-61 to 1971-72.
Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.
Pub Date-Jan 74
Note-119p.
Available from-Post-Secondary Education Section, Education, Science, and Culture Division, Statistics Canada, Ottawa, Canada, K1A 0T6 ($1.50)
Language-English; French
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Bachelors Degrees, College Graduates, *College Students, Comparative Analysis, *Degrees (Titles), Departments, Doctoral Degrees, *Educational Trends, *Enrollment Rate, Females, *Foreign Countries, Geographic Distribution, Graduate Study, Graphs, *Higher Education, Masters Degrees, National Surveys, Trend Analysis, Undergraduate Students
Identifiers-*Canada

This annual report presents statistical information about the degrees awarded by Canadian universities and colleges between 1960 and 1972. Extensive tables and graphs provide data for the number of degrees awarded by level, by field of study, and by geographic region. The various degrees are categorized as diplomas and certificates; first university degrees or equivalent undergraduate diplomas; and graduate degrees, diplomas, and certificates. The results indicate that the number of degrees awarded in the last 12 years has more than tripled. An increase in the number of women students is noted and geographical distribution of students is also discussed. (SF)

ED 175 391 IR 007 179

Zuckerman, Arline And Others

Final Report of the Ad Hoc Subcommittee on Subject Analysis of African and Asian Materials. Subject Analysis Committee, Cataloging and Classification Section, Resources and Technical Services Division, ALA.

American Library Association, Chicago, Ill. Resources and Technical Services Div.
Pub Date-Jun 78
Note-107p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adoption (Ideas), *Cataloging, *Classification, *Library Materials, Problems, *Research Libraries, Subject Index Terms, Surveys
Identifiers-*Africa, *Asia

Six general recommendations reflect the findings from this final report on subject analysis of African and Asian library materials: (1) more specificity of headings, especially subdivisions and unique terms, are needed; (2) more attention should be given to Asian and African materials, using available expertise; (3) efforts to eliminate offensive terms and to avoid Western orientation in establishing new terminology should be continued; (4) more guidance should be given to catalogers, and thus to library users, through increased history and scope notes made available through the depository set, Library of Congress (LC) Subject Headings, and LC Names Headings; (5) use of appropriate local term for culture specific concepts and, conversely, use of English for concepts with multi-cultural status when appropriate English term exists, accompanied by cross-references should be attempted; and (6) guidelines to established principles should be widely distributed and consistency of application heavily encouraged. More specific suggestions are provided in the accompanying individual subject area reports on East Asia, South Asia, Southeast Asia, Middle East and North Africa, and Africa (south of the Sahara). Also included is the brief, open-ended questionnaire used in the study, as well as numerous Africa-related responses received. (Author/JD) and LC Names

ED 175 501 JC 790 486

Gober, Lydia A., Comp. Wiseman, T. Jan, Comp.

Outcomes, Output, and Outlooks: A Report and Evaluation of Project CALL, a Project in Rural Community Education.

Kishwaukee Coll., Malta, Ill.

Spons Agency-Ball State Univ., Muncie, Ind.; Illinois Community Coll. Board, Springfield.; Mott (C.S.) Foundation, Flint, Mich.

Pub Date-Aug 79

Note-53p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Community Colleges, Community Development, *Community Education, Community Involvement, Community Programs, Community Resources, Extension Education, *Junior Colleges, Outreach Programs, Program Administration, Program Development, *Program Evaluation, *Rural Development, *Rural Education, Rural Extension, School Community Cooperation

Communities Alive For Living and Learning (Project CALL), designed at Kishwaukee College to help three local, rural communities develop educational, recreational, and cultural programs, is described in this report. The first sections of the report consider the need for and purposes of the project. The Project Coordinator's report presents an outlook for the three counties, describes the development of Project CALL, discusses the role of the Coordinator, looks at some of the difficulties and successes experienced during the project, assesses the community college's role in community development, and describes some spin-offs of the project. The Coordinator's report describes how a community council determined local needs, identified resources, and planned and implemented appropriate programs; how various service agencies, including schools, libraries, churches, clubs, and other community organizations, assisted with the program; and how the programs were offered to all age levels over a two and one-half year period, and involved over 4,000 participants annually in activities such as drama productions, athletics, and arts and crafts classes. Subsequent sections of the document present a statistical report of programs and activities; define long- and short-range goals; describe the evaluation process; and summarize the evaluations of the community council, the sponsoring agency, the advisory committee, and an outside evaluation team. (DR)

ED 175 557 PS 010 840

Ramey, Craig T. Haskins, Ron

The Modification of Intelligence through Early Experience.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date-Mar 79

Grant-NICHHD-2P01HD09130

Note-31p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Child Development, *Day Care Programs, Early Childhood Education, *Early Experience, *Environmental Influences, *Infants, *Intellectual Development, Intelligence Differences, Intervention, Longitudinal Studies, Low Income Groups, Nature Nurture Controversy, Parent Influence, *Risk

Infants judged to be at risk for subnormal intellectual growth were randomly assigned to an experimental (N 27) or a control (N 25) group. Infants in both groups received medical care and dietary supplements; their families received social work services on a request basis. Experimental children participated in an educational day care program beginning before the third month of life. The day care program was composed, in part, of curriculum activities designed to stimulate intellectual growth. Between 6 and 36 months of age, experimental children maintained normal intellectual growth; control children declined in IQ beginning between 12 and 18 months of age and remained significantly lower than experimental children at 24 and 36 months. The mother-child IQ correlation for control dyads was .43; for experimental dyads the correlation was -.05. These two types of evidence are interpreted as support for the importance of early environments in the development of intelligence. (Author/RH)

Increasing the Participation of Women in Scientific Research. Summary of a Conference Proceedings, October 1977, and Research Study Project Report, March 1978.

National Science Foundation, Washington, D.C.
Pub Date-78
Note-23p.; Photographs may not reproduce well.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Conferences, Doctoral Degrees, Females, Science Education, Sciences, *Scientific Research, Scientists, *Sex Role, *Womens Education, *Womens Studies, Working Women
Identifiers-*National Science Foundation

This publication contains highlights from a report on the participation of women in scientific research which was prepared by the Office of Opportunities in Science (OOS), American Association for the Advancement of Science (AAAS) with the support of the National Science Foundation (NSF). The report, issued March 1978, includes both the findings of the AAAS research study project and perspectives gained from interaction of women participants at the conference held October 1977, in Washington, D.C. The publication provides information on: (1) Progress of women in science; (2) Women in the National Academy of Sciences; (3) NSF and women; and (4) Recommendations to NSF. Abstracts of some materials which are related to the participation of women in scientific research are also included. (HM)

ED 175 771 SO 011 938

Aronoff, Myron J.

Conceptualizing the Role of Culture in Political Change.

Pub Date-79

Note-30p.; Paper presented at Annual Meeting of the American Political Science Association (Washington, D.C., August 31-September 3, 1979)

Pub Type- Opinion Papers (120) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Anthropology, Citizen Participation, Community Involvement, *Conceptual Schemes, *Cultural Factors, Developed Nations, Developing Nations, Models, Political Influences, *Political Science, Social Change, Social Science Research, Theories

Using as a point of departure anthropologist Clifford Geertz's study of culture with special emphasis on political change, the paper develops a theoretical framework for studying the relationship between culture and political change. A major objective of this anthropological approach to the study of political culture is to help political scientists studying political culture lessen their conceptually limited dependence on psychological and socio-psychological theories and approaches. Although in basic agreement with theories advanced by Geertz and other social scientists (Samuel Huntington, Jorge Dominguez, Sall Moore, Barbara Myerhoff, Roger Kessing, etc.), regarding the influence of political culture on political change, the author points out conceptual shortcomings of these theories. These include that social scientists are often hampered by conceptual naivete and that they often treat as reality ideal types which they invented. The proposed conceptual framework seeks to avoid theoretical pitfalls by critically reviewing accepted definitions of reality; considering cognitive and normative dimensions of society; analyzing case studies (particularly from Third World nations) of socio-economic, cultural, and political changes brought about by ideological changes; avoiding ethnocentrism; and reviewing relevant literature on cultural change. (DB)

ED 175 789 SO 011 957

Smith, Gary R.
Made in USA: Project Ethnic Heritage: Activity and Discussion Guide.
Denver Univ., Colo. Center for Teaching International Relations.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-75
Note-70p.; Handouts 16-22 on pages 57-65 may not reproduce clearly in paper copy due to small print size of original document
Available from-American Field Service International, Domestic Programs, 313 East 43rd Street, New York, New York 10017 ($5.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, Background, *Cultural Background, Ethnic Groups, *Ethnicity, Ethnic Origins, Ethnic Relations, *Ethnic Studies, Global Approach, Instructional Materials, *Learning Activities, Minority Groups, Secondary Education, Units of Study
Identifiers-Ethnic Heritage Studies Program Act

The teaching guide suggests a variety of discussion and activity strategies relating to ethnicity for secondary and continuing education students. Objectives include helping people understand the nature and significance of their own heritage as well as that of each ethnic group, and encouraging participants to realize and deal with the impact ethnicity has upon their relationships with others. The document is divided into four self-contained units. Unit I outlines the purposes of the project and uses a filmstrip/cassette entitled ``Made in the USA: Project Ethnic Heritage.'' Unit II offers participants an opportunity to investigate their own ethnic backgrounds through developing a family tree, interviewing relatives, and listing traditions and family folklore. Unit III describes four ethnic experiences through filmstrips: Scandinavian American, Choctaw Indian, Polish American, and Cape Verdean. An added component of the unit assists the student in comparing lifestyles and experiences, including his own. Univ IV deals with ethnicity as a global issue, through activities emphasizing concepts of interdependence, conflict, communication, and the process of change. Fifteen activities and 23 handout sheets are offered throughout the guide. Each activity introduces the topic, lists objectives and needed materials, suggests time allotment, procedures, and discussion questions, and includes some bibliographies, followup suggestions, and readings. An evaluation sheet concludes the guide. (CK)

ED 175 353 HE 011 670

An Evaluation Design for the O.S.I.D. Summary Report.
Evaluation and Training Inst., Los Angeles, Calif.
Pub Date-79
Note-15p.
Available from-Evaluation and Training Institute, 12401 Wilshire Boulevard, Suite 304, Los Angeles, CA 90025
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Ancillary Services, College Administration, College Faculty, College Students, Community Colleges, Educational Improvement, *Evaluation Methods, Faculty Development, Higher Education, *Inservice Programs, Institutional Evaluation, Instructional Improvement, *Needs Assessment, *Organizational Effectiveness, Professional Development, *Program Evaluation, Surveys
Identifiers-*Leeward Community College HA

An evaluation program designed to assess the impact of the Office of Staff and Institutional Development (OSID) at Leeward Community College of the University of Hawaii is described. The OSID organizes and conducts a program that focuses on organizational development, professional/personal development, and learning skills development. OSID program activities include: informational services, needs assessment, inservice workshops and seminars, assistance to faculty, and consultation. OSID was evaluated by reviewing all materials and documents leading to its establishment and through interviews with various constituent groups of the college. The evaluation program focused on two major questions of impact: were OSID objectives accomplished and to what extent did OSID help Leeward Community College? Evaluation questions used to survey faculty, staff, and students are listed. It is suggested that the range of data sources used (OSID and institutional records, faculty members, administrators, staff, supervisors, and students) and the variety of data gathered (interview, testimonial, survey, experimental, follow-up, achievement and satisfaction) provide a comprehensive evaluation design. (SF)

ED 175 437 IR 007 603

Kubey, Robert W.

Mood States and Television Viewing in Adults.

Pub Date-17 Nov 78

Note-12p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (Dallas, Texas, November 17, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adults, *Affective Behavior, Family Environment, Older Adults, Sampling, *Television Research, *Television Viewing, Work Environment

Identifiers-*Experiential Sampling

This study of the impact of television on the moods of adults examined responses to television in the subjects' natural habitats and compared mood states while watching television to moods associated with other daily activities. Data were gathered by the recently developed method of experiential sampling in which automatic paging devices signal subjects at random intervals; subjects indicated their activity, mood state, and other data in response to each of 45 electronic radio signals over a period of one week. In all, 104 adult workers aged 18-63 completed self-report forms in response to these signals, took a personality test, and were interviewed by a team of researchers. The results indicated that TV watching in adults is an unchallenging and relaxing experience. Higher amounts of TV viewing were significantly correlated with negative mood states such as hostility and suspicion in non-television activities. Practical applications of these and other findings are considered in light of the television viewing habits of older adults. (Author/RAO)

ED 175 504 RC 011 400

Gilfillan, Warren C. And Others

Teacher's Guide for Students Preparation Workbook for Outdoor School Attendance.

Multnomah Outdoor Education, Portland, Ore.

Pub Date-Dec 78

Note-64p.; Not available in hard copy due to extensive use of colored paper

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Botany, Ecology, Educational Games, Elementary Education, *Environmental Education, *Grade 6, *Interdisciplinary Approach, *Learning Activities, Lesson Plans, *Natural Resources, *Outdoor Education, School Orientation, Soil Conservation, Water Resources, Zoology

Identifiers-*Multnomah County Outdoor School OR

To be used by sixth grade teachers in preparing their classes for the Multnomah County, Oregon, Outdoor School Program, the guide to the Student Preparation Workbook provides general information, descriptions, game materials, and answers to exercises and puzzles. The guide is divided into four resource areas: soil, water, plants, and animals. Each section consists of introductory information, a glossary, and various learning activities and games. Although the material is not organized into complex lesson plans, there are suggestions for use of the activities. Some general environmental material is included. (SB)

ED 175 812 SP 014 163

Kersting, Joseph S.

Basic Constructs of a Theory for Personal Professional Development and Program Development.

Pub Date-77

Note-31p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Development, *College Faculty, Cooperative Planning, Higher Education, Personal Growth, *Professional Recognition, *Program Development, *Teacher Administrator Relationship

The opinion is set forth that intense competition for individual promotion in higher education institutions is counter-productive to the achievement of educational excellence. It is proposed that individual development as well as the development of successful college programs are better served by mutual support, cooperation, and intelligent compromise. A framework is presented outlining foci of possible compromise and areas of functioning in which cooperation obtains desired results. (JD)

ED 175 862 SP 014 783

Federally Sponsored Research at Educational Institutions: A Need for Improved Accountability. Report by the U.S. General Accounting Office.

General Accounting Office, Washington, D.C.
Report No.-PSAD-78-135
Pub Date-18 Aug 78
Note-39p.
Pub Type- Reports - Evaluative (142) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accountability, Educational Legislation, *Educational Research, *Federal Aid, Federal Regulation, *Government School Relationship, *Institutional Administration, *Money Management, *School Responsibility

This report discusses federally sponsored research at educational institutions and suggests ways to improve accountability for these funds. The following suggestions are made for minimizing problems presented in this report: (1) development of more definitive cost principles for both the institutions and the Federal auditors to follow; (2) more active involvement of internal auditors at the institutional level; (3) more oversight by grantor agencies with respect to how research moneys are being spent; and (4) increased Federal audit effort. (JD)

May, Donald M. And Others

Application of Adaptive Decision Aiding Systems to Computer-Assisted Instruction. Final Report, January-December 1974.

Perceptronics, Woodland Hills, Calif.
Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Report No.-ARI-TR-77-A26
Pub Date-Oct 77
Contract-DAHC-19-74-C-0027
Note-55p.; For related document, see ED 162 645
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Algorithms, Artificial Intelligence, Bibliographies, *Computer Assisted Instruction, Curriculum Development, *Decision Making, Diagrams, *Electric Circuits, *Instructional Systems, Military Organizations, Models, Problem Solving, Simulation
Identifiers-Computer Software, *Minicomputers

The minicomputer-based Computerized Diagnostic and Decision Training (CDDT) system described combines the principles of artificial intelligence, decision theory, and adaptive computer assisted instruction for training in electronic troubleshooting. The system incorporates an adaptive computer program which learns the student's diagnostic and decision value structure using a trainable network technique of pattern classification, compares this structure to that of an expert, and adapts the instructional sequence to eliminate discrepancies through the use of heuristic algorithms. An expected value model of decision making is the basis of the student and instructor models which, with the task simulator and adaptive instructions, form the core of the CDDT system. The instructor model also generates suggested actions in response to student requests for assistance. The student's task is to troubleshoot a complex circuit by making test measurements, replace the malfunctioning part, and make verification measurements. The student values of interest are those for information gained through the measurements, and for the replacement of circuit modules. Appendices describe the Dynamic Utility Adjustment, decisions in troubleshooting, and the student training sequence; a student handout with circuit diagrams describing the system is also included. (Author/CMV)

ED 175 459 IR 007 628

Fennell, Joseph P. And Others

Projection for the Future of Instructional Computing in the Montgomery County Public Schools.

Montgomery County Public Schools, Rockville, Md.

Spons Agency-Human Resources Research Organization, Alexandria, Va.

Report No.-HumRRO Report No. FR-ED-77-3

Pub Date-Feb 77

Note-42p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Computer Assisted Instruction, *Computer Managed Instruction, Computer Science Education, Costs, *Educational Technology, Elementary Secondary Education, Prediction, *Program Evaluation

This report summarizes the findings of a one man-month study of the current status and future direction of instructional computing in the Montgomery County, Maryland, Public Schools including computer assisted instruction, computer managed instruction, computer assisted problem solving, and data processing education. The report is presented in six sections: (1) the approach a description of the methods used for gathering information; (2) current status of instructional computing in the MCPS system brief descriptions of the present deployment and use of computer terminals in the schools and the Learner-Centered Management Support System (LCMSS); (3)the future of instructional computing in MCPS a five year projection for instructional computing and questions about the validity of such predictions; (4) a descriptive analysis of the MCPS computer system; (5) possible future developments in instructional computing, investigating alternatives for expansion and relating costs for these alternative methods; and (6) recommendations summarizing the major findings of the study. (Author/RAO)

ED 175 520 JC 790 523

Walsh, Patricia Ann, Ed.

Serving New Populations. New Directions for Community Colleges, Number 27.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Note-114p.

Available from-Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco, California 94104 ($5.95)

Journal Cit-New Directions for Community Colleges; v7 n3 Fall 1979

Pub Type- Collected Works - Serials (022) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Access to Education, Adult Education Programs, Aurally Handicapped, Community Colleges, Females, Gerontology, *Handicapped Students, Junior Colleges, *Junior College Students, *Nontraditional Students, *Older Adults, Paraprofessional Personnel, Physically Handicapped, Rural Education, *Womens Education

Identifiers-Information Analysis Products

Improving the reponsiveness of community colleges to the needs of non-traditional students is the topic of 14 essays, grouped into sections focusing on older adults, the handicapped, and women. David Demko describes a program designed to integrate older adults into a community college's service population. Jared Sharon provides guidelines for instituting an emeritus college. James Bellis and Lawrence Poole describe the development and operation of a multi-disciplinary center for gerontology. The use of a consortium approach to delivering educational opportunities to senior adults is discussed by Josephine Knight. A section on community college education for the handicapped begins with Barbara Reid's outline of the steps involved in implementing a comprehensive program. Costas Boukouvalas and Melvin Gay consider the provision of services to the hearing-impaired. Grace Hodgson describes the role of paraprofessionals in working with handicapped individuals. Virginia Lockhart, Alison Caughman, Shirley Woodie and Mary Bauer, Anne Stewart, Maxwell King and Muriel Elledge-Heimer, and Patricia Walsh contribute articles to the section on programs designed for women. Issues under consideration include: reentry education, non-traditional careers, special needs of rural women, equity, innovative delivery systems, and directions for the future. An ERIC review of sources and information concludes the monograph. (DR)

ED 175 539 PS 010 807

A Child-Centered Playground Safety Curriculum Approach. Play Happy, Play Safely.

Consumer Product Safety Commission, Washington, D.C.
Pub Date- 70
Note-15p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accident Prevention, Child Role, Early Childhood Education, *Elementary School Students, *Learning Activities, Perception, Play, *Playground Activities, *Playgrounds, *Preschool Children, Safety, *Safety Education

This learning approach emphasizes children's unique role in producing a safer playground environment. The emphasis is on awareness of safe play practices and an understanding of the safety hazards posed by poorly designed, poorly constructed, improperly maintained or misused equipment. The playground activities described are designed to help children bring their play to a safe conclusion by fostering individual attitudes of control and good judgment. (Author/MP)

Bright Idea: Solar Energy Primer.
Missouri State Dept. of Natural Resources, Jefferson City.
Pub Date- 79
Note-40p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Building Improvement, *Electricity, *Energy, Facilities, *Heat, *Heating, *Solar Radiation, Technological Advancement
Identifiers-Energy Education, *Solar Energy

This booklet is intended to address questions most frequently asked about solar energy. It provides basic information and a starting point for prospective solar energy users. Information includes discussion of solar space heating, solar water heating, and solar greenhouses. (Author/RE)

ED 175 681 SE 028 669

Clark, Ronald J., Ed.

Supplementary and Enrichment Series: Radioactive Decay. SP-23.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-65

Note-17p.; For related documents, see SE 028 648-675; Contains occasional light and broken type

Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Curriculum, *Enrichment, *Instruction, *Mathematical Applications, Mathematics Education, *Physics, *Radiation, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials

Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series is designed to make material for the study of topics of special interest to students readily accessible in classroom quantity. Topics covered include the law of decay, relative rate of change, and a general solution. (MP)

ED 175 711 SE 028 749

Land, Amy A.

Energy Awareness: An Introduction to the Energy Situation.

Mississippi State Univ., State College. Cooperative Extension Service.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-MEEC-32
Pub Date-78
Grant-DOE-EU-78-G-05-5873
Note-17p.; For related documents, see SE 028 747-757
Available from-Mississippi Energy Extension Center, P.O. Box 5406, Mississippi State, MS 39762 (no price quoted)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Current Events, Curriculum Planning, *Energy, *Energy Conservation, *Interdisciplinary Approach, Natural Resources, Secondary Education
Identifiers-*Energy Education, Mississippi

This unit presents a five-day series of classroom activities designed to help students become more aware of the energy situation and their individual responsibilities toward it. Each day's lesson includes: (1) activity title; (2) motivational hints; (3) objectives; (4) materials needed; and (5) description of the activity. A list of resource materials and their sources is provided. (Author/RE)

ED 175 754 SO 011 914

Denton, Jon J. And Others

Do Teachers Make a Difference in Teaching Law Related Topics in Social Studies?

Pub Date- 77
Note-20p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Cognitive Measurement, *Effective Teaching, Elementary Secondary Education, Learning, *Legal Education, Social Studies, *Teacher Background, *Teacher Characteristics, *Teaching Experience

A study to determine the relationship of a teacher's characteristics and experience to a learner's cognitive attainment of law-related content is discussed. Over 1,000 learners and 57 teachers who had participated in a Law in a Changing Society Workshop provided data for the study. The workshop provided participants with law-related materials and instructional techniques for standard social studies curricula at various grade levels. Classroom sets of data covered five subject areas: fifth grade United States History, seventh grade Texas Studies, eighth grade American History I, ninth through 11th grade American History II, and 12th grade Civics. Control groups were comprised of classes with teachers who neither attended the workshop nor received law-focused materials. Instruments for both teachers and students contained affective and cognitive items. Results indicate that differences among teachers regarding content knowledge, instructional skills, and teaching experience result in cognitive attainment differences among classes of learners. However, the effect of the individual teacher is more pronounced in the upper grades. (KC)

ED 175 830 SP 014 631

Lukin, Fay Paula

Student Teaching Competencies in Lehman College's Competency-Based Teacher Education Program.

Spons Agency-City Univ. of New York, Bronx, N.Y. Herbert H. Lehman Coll.
Pub Date-May 77
Note-23p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Objectives, *Evaluation Criteria, *Performance Based Teacher Education, Preservice Education, Program Evaluation, *Student Teaching, Teacher Certification, *Teacher Education Curriculum

In an attempt to establish the rank ordering of the 17 personal and professional traits identified by Lehman College as student teacher competencies,'' this questionnaire was circulated to 87 student and cooperating teachers during the fall 1977 and the spring 1978 semesters. The results indicate a medium to high level of consistency in the rating of competency importance by the participating personnel, with the competency provision for individuality'' scoring the highest in all instances. The survey investigates the correlation between competency significance and teacher training subject emphases and provides recommendations for changes in student teaching competency criteria. (LH)

ED 175 885 TM 008 502

Kissel, Stanley Kissel, Pearl
A Teacher's Guide to Understanding the Wechsler Intelligence Scale for Children Revised. Understanding the WICS-R: A Guide for Teachers.
Educational Resource Associates, Rochester, N.Y.
Pub Date-78
Note-23p.
Available from-Educational Resources Associates, P.O. Box 8399, Rochester, New York 14618 ($3.00 plus $0.50 postage and handling; over 50 copies, 15% discount)
Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Elementary Secondary Education, Intelligence, *Intelligence Factors, *Intelligence Tests, Student Evaluation, *Test Interpretation
Identifiers-*Wechsler Intelligence Scale for Children (Revised)

The major purpose of this work is to provide information for teachers about intelligence testing; more specifically, how the revised Wechsler Intelligence Scale for Children (WISC-R) can be used practically. The purpose is not to make teachers into testers, but rather to make them more sophisticated users of the information that they obtain from their consultations with school psychologists, from their reading of test reports on children in their classes, or from their perusuals of student's permanent records. Furthermore, it is the intention to provide the classroom teacher with sufficient understanding of the WISC-R to be an active partner in planning remedial programs for deficient learners. A description and explanation of the six verbal subtests (information, comprehension, arithmetic, similarities, vocabulary and digit span) and the six performance subtests (picture completion, picture arrangement, block design, object assembly, coding, and mazes) are presented. A case illustration of a nine year old child's profile is provided, followed by interpretations and recommendations. (Author/RD)

ED 175 906 **TM 009 468**

Weber, Margaret B. Argo, Jana K.

A Study of the Homogeneity of Items Produced From Item Forms Across Different Taxonomic Levels.

Pub Date-Feb 79

Note-135p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Kiawah Island, South Carolina, February, 1979); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Achievement Tests, Cognitive Objectives, *Criterion Referenced Tests, Diabetes, *Dietetics, Graduate Students, Higher Education, *Item Analysis, Knowledge Level, Multiple Choice Tests, Norm Referenced Tests, Nutrition, Taxonomy, *Test Construction, *Test Items

Identifiers-Domain Referenced Tests, *Item Forms, Item Homogeneity, Kidney Disease

This study determined whether item forms (rules for constructing items related to a domain or set of tasks) would enable naive item writers to generate multiple-choice items at three taxonomic levels knowledge, comprehension, and application. Students wrote 120 multiple-choice items from 20 item forms, corresponding to educational objectives related to diabetes mellitus and renal disease. The items were then administered to 20 graduate-level dietetic interns. Results were analyzed by a two-way mixed effects factorial design with one observation per cell. No significant differences between test items were reported for nine of the 20 forms. A comparison of a chi-square index of item homogeneity with the analysis of variance indicated agreement between the procedures in 18 of the 20 item forms. Homogeneous items shared the following characteristics: short item stems, distractors, and correct responses; an average of 10 replacement set structures within item forms; and high average item difficulty indices. Results did not support the use of item forms in generating homogeneous items. (A history of norm-referenced, criterion-referenced, and domain referenced testing; the item forms; and the diabetes and renal disease tests are included.) (Author/CP)

ED 175 372 2 HE 011 731

Fall Enrollment in Universities, 1975-76.
Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.

Pub Date-Aug 77
Note-47p.; Not available in paper copy due to small print
Available from-Post-Secondary Education Section, Education, Science, and Culture Division, Statistics Canada, Ottawa, Canada, K1A 0T6 ($1.05)
Language-English; French
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bachelors Degrees, *College Students, Comparative Analysis, *Degrees (Titles), *Departments, Doctoral Degrees, *Enrollment Rate, Foreign Countries, Full Time Students, Geographic Distribution, *Higher Education, Masters Degrees, National Surveys, Part Time Students, *Student Characteristics, Trend Analysis
Identifiers-*Canada

Information on full- and part-time enrollment in Canadian universities for 1975-76 is extensively tabulated in this publication. Enrollment figures were determined from a complete survey of Canadian degree-granting universities and colleges. Table 1 summarizes in absolute and relative terms the tables that follow. Tables 2 and 3 report institutional totals. A breakdown by specialization for students in Bachelor, Masters, and PhD programs is provided in Tables 4, 5, and 6 respectively. Tables 7 through 11 are devoted to citizenship, age, and marital status. The final table furnishes summer session enrollment. All tables report a breakdown by province and by student's registration status. Distribution of enrollment by sex is also shown at the national level. Statistical highlights concerning enrollment growth, demographic characteristics, distribution by sex, programs of study, and citizenship are briefly noted. (Author/SF)

ED 175 482 IR 007 684

Phay, Robert E.
The Public Library: A Guidebook for North Carolina Library Trustees.
North Carolina Univ., Chapel Hill. Institute of Government.
Pub Date-72
Note-66p.
Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Role, Budgeting, Employer Employee Relationship, Financial Support, *Governing Boards, Librarians, *Library Administration, Library Networks, Personnel Policy, *Public Libraries, *Trustees
Identifiers-*North Carolina

The guidebook presents historical, legal, and practical information on the role of the board of trustees in North Carolina public libraries. Six sections detail the following: (1) matters relating to the powers and duties of trustees and to the internal operations of the board; (2) the relationship between the board and the chief librarian as it concerns policy formulation and execution; (3) the relationship between the board and the library staff with regard to staffing and organization; (4) financing, budgeting, and the restrictions involved; (5) statutory law regarding library networks, the advantages of networks, bookmobiles, and interstate compacts; and (6) the history, administration, services, and special functions of the North Carolina State Library. A bibliography provides both general and specific references of interest to the administrator, and includes a list of available films and filmstrips. The North Carolina Library Law, model bylaws for a library board of trustees, and suggested personnel policies comprise the three appendices. (FM)

ED 175 558 PS 010 841

Hamilton, Joan Safran

Crying Behavior and the Nonviolent'' Leboyer Method of Delivery.

Pub Date-Mar 79

Note-7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Birth, *Comparative Analysis, *Infant Behavior, *Perinatal Influences
Identifiers-Infant Crying, *Leboyer Method

This paper reports on a 3-month longitudinal study comparing the crying behavior of a group of babies delivered by the nonviolent'' Leboyer method with a control group delivered by traditional methods. Subjects were 24 white, middle class infants delivered by minimally medicated, multiparous and primiparous mothers. Fourteen newborns were Leboyer babies,'' meaning they were delivered in quiet, dimly lit rooms and immersed in a warm bath soon after delivery. Remaining infants had conventional births bright lights, normal conversation and no bath. Assignment to groups was based upon parental decision. In the delivery room Leboyer newborns cried slightly more frequently for a greater duration of time (29% versus 23%) than did the control group. There was no difference in intensity of cry. The greatest differences were in parental behaviors, with Leboyer parents more involved in the whole delivery process. Wake/sleep diaries and two 2-hour home observations when infants were three months old revealed few differences. Mother's reports on Rothbart's Infant Behavior Questionnaire showed no significant differences. Some typically'' Leboyer behaviors were observed in delivery rooms. Two infants smiled; one did so 5 times in apparent response to parental overtures. While not significant, Leboyer babies opened their eyes in half the time it took control infants. More accurate duplication of Leboyer's method is needed. (Author/RH)

ED 175 576 PS 010 880

Boger, Robert And Others

Parent as Teacher: Perspective of Function and Context.

Michigan State Univ., East Lansing. Inst. for Family and Child Study.
Pub Date-Nov 78
Note-37p.; Paper presented at the Parents as Educators Conference (Washington, D.C., November 19-21, 1978)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Compensatory Education, Elementary School Students, Elementary Secondary Education, *Family Influence, *Intervention, *Parent Child Relationship, *Parent Education, *Parent Influence, *Parent School Relationship, Parent Teacher Cooperation, Preschool Children, Secondary School Students, Social Differences
Identifiers-Ecological Approach

A review of the research literature on parents as teachers yields several conclusions concerning the context and function of the family in the child's learning and development: (1) the parent-as-educator functions in the context of a complex family eco-system which interfaces efficiently or inefficiently with other systems, such as the school; (2) appropriate parent education programs grow as a partnership between culturally sensitive professional expertise and parent determined values, beliefs and attitudes; (3) the family system accounts for more variance in child learning than does the system of the school; (4) the interface of family systems with relevant school systems is not, overall, a highly efficient one in the United States at this time, and this reality is counterproductive to the role of parent as educator as well as to the role of teacher as educator; (5) programs facilitating parent-as-educator at the preschool level result in substantial improvement in children's cognitive functioning, and this improvement appears to be cumulative with lasting impact; (6) the parent's role immediately following birth and throughout the first three years is highly important, and gains from parent/child programs are more evident in the early years; (7) programs which facilitate parent-as-educator functions are beneficial to all the children in the family and not just the target child; (8) programs which facilitate parent-as-educator functions can have a positive impact on the parent's affective and cognitive functioning. (A list of parent/child projects and research studies is included in the appendix.) (Author/SS)

ED 175 595 RC 011 495

Jiron, Barbara

A Separate School District: A Possible Change for the Zuni Community.

Pub Date-79
Note-31p.
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Attitudes, *American Indian Education, Change Strategies, Communication (Thought Transfer), Community Surveys, Comparative Analysis, Cultural Factors, *Educational Change, Informal Leadership, Information Dissemination, *Parent Attitudes, School Community Relationship, *School District Autonomy, Teacher Aides, *Teacher Attitudes
Identifiers-*Zuni (Pueblo)

Questionnaires and interviews were used to study attitudes of school personnel and parents toward the proposed creation of a separate, autonomous school district for the pueblo of Zuni. Questionnaires were given to 10 administrators, 12 teachers, 15 parents, and 8 teacher aides; 6 administrators, 1 teacher, all aides, and all parents were Zuni; 35 questionnaires were completed. Responses indicated that the people of Zuni were in favor of a separate school system and had general ideas of the probable benefits of such a system but were uncertain about consequences of the change. Ninety percent of those questioned were in favor of the separate district, but only 60% of the administrators and 50% of the aides felt there was a definite need for change; however, teachers (70%) and parents (90%) felt the change was necessary and anticipated benefits from it. All groups felt the innovation would be compatible with existing values and needs. Only administrators felt they understood the complexity of the proposed innovation; only teachers were able to state possible undesirable outcomes. Responses indicated that efforts to publicize the separate district had largely ignored inter-personal channels of communication and the influence of Zuni elders. From the information gathered it was impossible to predict whether the Zuni will support the separate district once its full complexities are grasped. (JH)

ED 175 613 RC 011 604

Harrell, Sara Gordon

John Ross The Story of an American Indian.

Pub Date-79

Note-67p.; Not available in hard copy due to publisher's preference

Pub Type- Books (010) - Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-American Indian Culture, *American Indians, Civil War (United States), Federal Indian Relationship, Government Role, Intermediate Grades, *Leadership, *Treaties, *United States History
Identifiers-American Indian History, American Indian Removal, *Cherokee Nation, *Ross (John), Trail of Tears, Tribal Government

First elected Principal Chief of the Cherokee Nation in 1828, John Ross served his people with courage and honor through a difficult and tragic period in their history. Born in 1790, he grew up when the Cherokees' world was rapidly changing and treaties with federal and state governments ended in broken promises and the loss of Cherokee lands. He was influential during the time when the Cherokees created a strong central government and constitution, placed a high priority on education, and established a national press. He lead the long, ultimately unsuccessful struggle to maintain the Cherokee homelands in Georgia, heading delegations to Washington and appealing the Cherokee case before the U.S. Supreme Court. He lead the faction, known as the National Party, which opposed the resettlement of the Cherokee Nation in the Indian Territory of Oklahoma and was among those Cherokees forced by U.S. troops to move west in 1838 on the journey known as the Trail of Tears, during which nearly one-fourth of the Cherokee Nation died. Although there was dissention in Oklahoma between the National Party and the Treaty Party, which had backed the sale of Cherokee lands, John Ross was again elected Principal Chief, this time of the Cherokee Nation in the West, a position he held throughout the Civil War and until his death in 1866. (JH)

Morgan, Ashley G. And Others
A Bibliography of Research and Articles Related to Science Curriculum Improvement Study (SCIS).
Georgia State Univ., Atlanta. Center for Improving Elementary School Science and Mathematics.
Pub Date-79
Note-19p.; Not available in hard copy due to small and colored print which may not reproduce well
Pub Type- Reports - Research (143) - Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cognitive Development, Curriculum Development, *Educational Research, Elementary Education, *Elementary School Science, *Literature Reviews, *Program Evaluation, Research, *Science Course Improvement Project, Science Curriculum, Science Education
Identifiers-*Science Curriculum Improvement Study

Presented is a bibliography that cites research studies and articles related to Science Curriculum Improvement Study (SCIS), and provides a brief summary of these research studies and articles and some commentary within 5 categories. These 5 categories are: (1) SCIS and teachers, 8 studies or articles are reported within this category which are concerned with implementation, attitudes and personality traits, cognitive and teaching styles; (2) SCIS and learners, 12 articles are reported within this category which deal with cognitive aspects of learners, processes of science, self concept and learners with certain physical handicaps; (3) SCIS and language development-reading, 5 studies are reported within this category; (4) SCIS development, content and evaluation, 10 studies and articles are reported within this category; and (5) Science and reading, 22 studies and articles are reported within this category which are concerned with the relationship between science and reading-language development. (HM)

ED 175 736 SO 010 513

Turner, Mary Jane
Who Teaches Citizenship? A Survey of Documents and Resources.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No.-SSEC-Pub-222
Pub Date-77
Note-72p.
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($3.25)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Education, Business, *Citizenship, Community Organizations, Elementary Secondary Education, *Evaluation, *Instructional Programs, Labor, Learning Processes, Schools, Voluntary Agencies
Identifiers-Information Analysis Products

The booklet lists and analyzes documents related to citizenship education from four sectors of society: business and industry, education, labor, and the voluntary sector. They were selected on the basis of their utility in providing an understanding of citizen education, and their influence on existing programs. Citizenship education is defined as those programs and processes that can provide the knowledge, skills, values, and experiences people need for responsible citizenship. The booklet is divided into five sections. Section I discusses general literature, focusing on mainstream histories, pluralistic perspectives, and revisionist analyses. Section II examines changing attitudes toward citizenship education in the schools, listing documents about early guidelines and curriculum patterns, later influences, and goal-oriented approaches. Section III notes information emanating from the business world. Section IV discusses labor education sources and their publications, such as union-conducted programs, university based programs, and community service involvement. Section V examines general volunteer organizations, community organizations, and foundations. Conclusions show that each sector of society emphasizes one or two of the learning areas (knowledge, skills, attitudes, and participation). For a national effort in citizen education, recommendations are that each sector be assigned responsibility for one or two skills, or all sectors redesign their programs to include all four skills. Appendices include annotated readings in the ERIC system and an extensive index. (CK)

ED 175 772 **SO 011 939**

Bender, Mary, Ed.
Keynote Addresses from the Horace Mann Lecture Series and the Paul Masoner International Lecture Series 1972-1978.
Pittsburgh Univ., Pa. School of Education.
Pub Date-79
Note-90p.; Best copy available
Available from-School of Education, University of Pittsburgh, Pittsburgh, Pennsylvania 15260 ($2.50)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Civil Liberties, Comparative Education, Cultural Background, Economic Development, *Educational Objectives, Educational Philosophy, *Educational Problems, Educational Research, Educational Responsibility, *Educational Trends, Elementary Secondary Education, Foreign Countries, Global Approach, Higher Education, Humanism, *International Education, Language, Political Influences, Values
Identifiers-USSR

The document contains eight lectures addressing a variety of educational trends, issues, and concerns. The objective is to heighten the awareness of educational challenges that must be met and to promote continued professional renewal activities. Lecture I discusses fundamental problems concerning world education, concentrating on hunger and illiteracy and their relationship to the goals of education. Lecture II emphasizes the importance of education to the protection of civil, political, and social rights, focussing on the Washington, D.C. school system. Lecture III appraises education and development, using a political and economic approach. Lecture IV discusses language in education, recommending research into the various language situations of the United States, in order that educators might develop the full potential of each child. Lecture V explores the development of Soviet society from historical, philosophical, and social perspectives. Lecture VI postulates various objectives and guidelines to be considered in relevant education. Lecture VII discusses historical changes since Horace Mann's time which have changed the role of American education. Lecture VIII examines expectations of higher education, international education in a changing world, and international cooperation in higher education. (CK)

ED 175 790

SO 011 958

Levitan, Sar A. Wurzburg, Gregory K.

Evaluating Federal Social Programs: An Uncertain Act.

George Washington Univ., Washington, D.C. Center for Social Policy Studies.; Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Sep 79
Note-155p.
Available from-W.E. Upjohn Institute for Employment Research, 300 South *Westnedge Avenue, Kalamazoo, Michigan 49007 ($3.50 paperback, $5.50* cloth cover)
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Evaluation Methods, *Evaluation Needs, Evaluators, *Federal Programs, Policy Formation, Political Influences, Political Power, *Program Evaluation, Research Methodology, Research Problems, *Social Agencies, Social Problems, Social Science Research

This study of the federal government's evaluation of social programs indicates that it is virtually impossible to establish a bias-free, valid, and reliable system of inquiry to determine the effects of social programs. Divided into five chapters, the document examines the aspirations and limitations of evaluations, methodology, evaluation in the legislative and executive branch, and considers the need for continuous assessment. The authors point out that data for describing the nature and extent of social problems provide only rough approximations; although methodologies are sophisticated mathematically and statistically, results are not relevant. Also, federal evaluation efforts suffer from being conducted in an institutional climate that abounds with administrative barriers and which perpetuates service to political interests. Although the General Accounting Office (GAO), the investigative arm of Congress, has maintained its reputation for independence, their studies offer little constructive commentary on what is feasible social policy. The Congressional Research Service (CRS) relies upon secondary sources for their evaluations. Finally, the reality of the world in which social policies are formulated and implemented is the most serious limitation of the usefulness of social program evaluations. Social programs are narrow, arbitrary, and fail to take full account of the global nature of many social problems. The authors conclude that the future role of evaluators seems to be that of analyzing program operations rather than passing judgment on program impacts. (Author/KC)

ED 175 654 SE 028 433

Byers, William S.

Development and Integration of a Course in Electronic Communications for a New Engineering Technology Program at Valencia Community College.

Pub Date-30 May 75
Note-102p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Classroom Materials, College Science, Community Colleges, Course Descriptions, *Curriculum Development, *Electronics, Engineering Technology, *Higher Education, *Science Courses, Science Curriculum, Science Education, Science Materials, Science Tests, *Teaching Guides, *Telecommunication
Identifiers-*Valencia Community College FL

This volume is a report of the development of the first course in a two-semester sequence in Electronic Communications, for a new degree program in Electric Engineering Technology at Valencia Community College, Orlando, Florida. Evolution of the program is described with comments relating the philosophy and importance of a communications sequence. The bulk of documented material consists of a detailed course description, of laboratory procedures and examinations. Supplementary notes for student reference are included. This material may be utilized directly or as a guide by an instructor assigned responsibility for conduct of a communications course. This report concludes with recommendations for utilization and improvement of the material and includes comments relevant to integration with related advanced courses. (Author/HM)

ED 175 813 SP 014 166

Hansen, J. Merrell

The Emerging Science of Teaching: Cutting the Gordian Knot.

Pub Date-79
Note-17p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Assessment, Educational Improvement, Educational Needs, Educational Research, *Educational Trends, *Effective Teaching, Research Utilization, Teacher Education, *Teacher Role

The direction teacher education will take depends upon careful examination of the processes and activities that affect teacher behavior and on meticulous re-definition of the skills, attitudes, and knowledge that contribute to teaching effectiveness. The restrictions of educational bureaucracy and the perpetually changing demands of educational research have led to general criticism of the teacher's role, function, and value in society. Teachers, teacher critics, and educational researchers must persevere in the examination of the research being conducted in teacher effectiveness, and must operate with full knowledge of the intrinsic vagueness and inconsistency involved in attempting to compose formal and universally applicable teaching strategies. (LH)

ED 175 863 SP 014 784

Teacher Policies in a New Context.
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date-79
Note-159p.; Not available in hard copy due to marginal legibility of original document

Available from-OECD Publications, 2 Rue Andre-Pascal, 75775 Paris Cedex 16 France ($8.50)
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Demography, *Educational Policy, Foreign Countries, *Social Factors, *Teacher Education, Teacher Recruitment, Teacher Supply and Demand, *Trend Analysis

The focus of these studies is on the quantitative and qualitative aspects of the recruitment, training, and utilization of teachers in relation to current economic, social, and demographic trends. Three major studies are reported: present situation and future prospects of teacher supply and demand in countries associated with the Organization for Economic Cooperation and Development; teacher policies at the level of compulsory education; and analysis of teacher tasks in selected innovative schools. A statement of overall policy issues and orientations in teacher policies precedes the study reports. (JD)

ED 175 335 HE 011 639

Pearson, Margot

Continuing Education at the Postgraduate Level. A Study of the 1977 Candidates in the MS (pass) History Programme at U.N.S.W., including Reference to a Similar Group at Macquaire University. TERC Research and Development Paper No. 51.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

Report No.-TERC-51

Pub Date-Jan 78

Note-31p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Analysis, *Course Evaluation, Dropouts, Expectation, Foreign Countries, *Graduate Study, Higher Education, *History, *Masters Degrees, *Student Characteristics, Student Motivation

Identifiers-*Macquaire University (Australia), Masters Programs, *University of New South Wales (Australia)

In a study of masters program course work, questionnaires were sent to masters degree candidates in history at the University of New South Wales and at Macquaire University. Responses from 45 students were analyzed to determine who was attracted to the program and why, the expectations of the students, the organization of the program, and the commitment of the students. General characteristics of the students were identified in terms of occupation, sex, geographic location, and qualifications. The motives and expectations examined included: reasons for undertaking the program; the importance of personal, professional, and vocational development; academic aspirations; and the attractions of a coursework program. Causes and some solutions to attrition were assessed. The study concluded that the courses offer (1) flexibility, (2) topics not available to undergraduates, (3) limited commitment (without a thesis), and (4) relevance. Sample questionnaire forms are appended. (PHR)

ED 175 354 HE 011 671

Rose, Clare And Others

Organizational Development Project U.C.S.F. School of Dentistry. Summary Report.

Evaluation and Training Inst., Los Angeles, Calif.

Pub Date-79

Note-10p.

Available from-Evaluation and Training Institute, 12401 Wilshire Boulevard, Suite 304, Los Angeles, CA 90025

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Strategies, *Curriculum Development, *Dental Schools, *Dentistry, Educational Improvement, Educational Problems, Educational Quality, *Evaluation Methods, Faculty Development, Graduate Study, Higher Education, Institutional Research, Intervention, Measurement, *Needs Assessment, *Organizational Development, Planning, Professional Education

Identifiers-*University of California San Francisco

A two-part organizational development project carried out at the University of California San Francisco School of Dentistry is described in this brief report. The project goal was to find out what the school is like and how it is perceived by both staff and students. The first phase, needs assessment, was carried out to identify critical organizational and curricular problems, to recommend appropriate entry points for intervention strategies, and to design an on-going program for planned change and institutional renewal. Procedures used to collect data included informal discussion and structured interviews with faculty, administrators, and students. Major problems illuminated by phase one include: lack of communication, fragmentation of curriculum, inadequate training in teaching methodology, and inadequacies in the testing and grading system. The second phase focused on defining curricular goals and objectives. It is suggested that curricular development must be a fluid process to meet the changing needs of the dental profession. (SF)

ED 175 392 IR 007 415

Buerkel-Rothfuss, Nancy And Others
Two Seasons of Family Role Interactions on Commercial Television. Report No. 8.
Michigan State Univ., East Lansing. Dept. of Communication.
Pub Date-Mar 78
Note-39p.; Best copy available; For related document, see IR 007 617
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Behavior Patterns, *Commercial Television, *Content Analysis, Divorce, Family (Sociological Unit), *Family Role, Family Structure, Marital Status, Nuclear Family, Programing (Broadcast), *Verbal Communication

A content analysis conducted in two successive years of family role structures and family role interaction patterns of U.S. television families constituted a role-by-role behavior description of family verbal interaction, classified within directional categories of going toward, going against, or going away. All family-role interactions, whether they were present in series which regularly featured family units or in shows which contained only casual, non-central, or irregularly-appearing family relationships, were identified in the first year. As opposed to the 96 shows studied in the first year, only 28 of those shows which featured regular central families were included in the second year. Results indicated that although from one-third to one-half of the shows studied across the two seasons had some type of family unit in them, the vast majority of fictional television characters had no relatives on the shows. The nuclear family predominated at 40 percent but did not form a large majority of television families. In both years, widows and widowers far outnumbered divorcees in single parent families. Other data were reported on such content variables as sex, initiation and reception of role interactions, and age. (CMV)

ED 175 438 IR 007 605

Lusignan, Bruce B. And Others

Program Planning Assistance. First Year Report on Contract NIRT 1. Assistance in Telecommunications Planning. Volume I.

Stanford Univ., Calif.

Spons Agency-National Iranian Radio and Television, Tehran.

Pub Date-15 Aug 75

Note-296p.; For related document, see ED 115 278

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Adult Education, Communication Satellites, *Cultural Factors, *Developing Nations, Economic Development, *Educational Development, Educational Technology, *Educational Television, Instructional Innovation, International Educational Exchange, Rural Education, *Social Influences

Identifiers-*Iran

This report documents the development of educational television (ETV) and a satellite communication system designed to serve the educational and communication needs of Iran. An overview description of an ETV system for Iran and assessment of its importance for Iran's development is followed by estimates of the manpower needs of the country in terms of supporting the economic growth possible with projected oil revenues. Seven case studies (six in the U.S. and one in Britain) of ETV use with adult students are examined, showing that more students can be reached using ETV than with conventional instruction. Teacher training is used as an example to show how ETV can make it possible to meet Iran's enormous manpower needs. The design and production procedures of existing ETV activities are reviewed, and the geographic, demographic, social, and cultural characteristics of rural Iran are examined in an assessment of how ETV can play a role. Finally, several areas of concern where better understanding is needed of how ETV can be effectively applied are identified, taking into account its culture and level of development. (Author/RAO)

ED 175 502 JC 790 487

Henderson, Frances C.

Evaluating Instructional Effectiveness in the Teaching of Communication Skills to Associate Degree Nursing Students.

Pub Date-May 77

Note-49p.; Ed. D. Practicum, Nova University

Pub Type- Reports - Research (143) - Dissertations/Theses (040)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Communication Skills, Community Colleges, *Course Evaluation, *Evaluation Methods, *Junior Colleges, Junior College Students, Medical Education, Nurses, *Self Evaluation, *Student Evaluation

Fifty-nine students enrolled in Nursing II at the College of San Mateo completed an assessment tool designed to measure students' perceptions of their knowledge, skills, and understanding in terms of specific course objectives. The assessment instrument consisted of 16 objectives in eight subject areas (basic physical, emotional, and socio-cultural needs of people; communication techniques; individual needs in health and illness; pharmacology; dynamics of mental health and illness; treatment and prevention of mental illness; effects of people on each other; and concepts of groups) and in eight skill areas (skills in problem-solving, practicing communication techniques, identifying faulty and adequate communication patterns, assessing and using verbal and non-verbal cues, implementing a flexible approach to people, assisting patients to deal with problems, using patients' strengths, and setting limits on inappropriate behavior). Students were surveyed at the beginning and midpoint of the spring semester. Comparisons revealed a significant increase in students' perceptions of their achieved knowledge, understanding, and skills in communication. A review of related literature introduces the report, and course objectives and the assessment instrument are appended. (DR)

ED 175 540 PS 010 808

Trepanier, Mary L. Liben, Lynn S.

Figurative and Operative Bases of Memory: Evidence from Normal and Learning Disabled Child.

Pub Date-Mar 79

Note-19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, Cognitive Development, *Cognitive Processes, *Elementary School Students, *Learning Disabilities, *Memory, Pattern Recognition, *Preschool Children, *Serial Ordering

Identifiers-Operative Schemes, *Piaget (Jean), Rote Memory

A set of studies investigated the relative importance of operative schemes and figurative (rote) memory. In Study I, 60 concrete operational children from grades 1-4 were asked to reconstruct two types of stimuli from memory. In order to separate the effects of operative and figurative skill use, learning disabled children with poor figurative memories were compared to children with normal memory skills. In one type of stimulus condition (an arbitrary color sequence) the elements of the display were presented in an unorganized manner so that operative schemes would be of relatively little use for memory. In a second type of stimulus condition, (a seriated array) elements were organized so that operative schemes would be highly relevant. As predicted, a significant Group X Stimulus interaction was found, with the learning disabled children performing comparably well to normal children on the seriated stimulus, but worse than the normal children on the arbitrary stimulus due to their deficient figurative memory skills. In Study II, 20 preschool children (mean age, 4 years, 6 months) classified as nonseriaters were given the same memory tasks to determine whether the tasks were equivalent figuratively for children lacking the relavent operative schemes. As predicted, there was no significant difference between performance in the two types of stimulus conditions. To determine whether preschoolers could understand the organized stimulus, 14 preschool children classified as seriaters were tested on the same tasks in a third study. Performance in the organized stimulus condition was significantly better than performance in the unorganized stimulus condition. These results lend support to Piagetian theory. (Author/SS)

ED 175 082 SE 028 670

Bridgess, M. Philbrick, Ed.

Supplementary and Enrichment Series: Absolute Value. SP-24.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-66

Note-43p.; For related documents, see SE 028 648-675; Contains occasional light and broken type

Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Algebra, Curriculum, *Enrichment, *Graphs, *Instruction, Mathematics Education, *Number Concepts, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials

Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series is designed to make material for the study of topics of special interest to students readily accessible in classroom quantity. Topics covered include absolute value, addition and multiplication in terms of absolute value, graphs of absolute value in the Cartesian plane, absolute value and quadratic expressions, and absolute value, complex numbers, and vectors. (MP)

ED 175 712 SE 028 750

Land, Amy A.
Energy Conservation.
Mississippi State Univ., State College. Cooperative Extension Service.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-MEEC-33
Pub Date-78
Grant-DOE-EU-78-G-05-5873
Note-27p.; For related documents, see SE 028 747-757; Contains occasional light type
Available from-Mississippi Energy Extension Center, P.O. Box 5406, Mississippi State, MS 39762 (no price quoted)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Conservation (Environment), *Curriculum Planning, *Energy, *Energy Conservation, *Environmental Education, Interdisciplinary Approach, Natural Resources, *Secondary Education
Identifiers-*Energy Education, Mississippi

This selection of class activities involves a sequence of 10 class sessions. The goal of the collection is to aid students in learning the concepts of energy conservation and to put this knowledge into practice. Attention is also given to the development of alternate energy sources. Each lesson includes an activity title, motivational hints, lesson purpose, materials needed, and instructions to students. A list of free and inexpensive resource materials and sources of them is provided at the end of the document. (RE)

ED 175 755 SO 011 915

Snyder, Thomas R.

Affective Education: A Comprehensive Program to Promote Student Self-Actualization and Human Relations Skills.

Pub Date-77
Note-159p.
Available from-Development Institute, 2236 South Hamilton Road, Columbus, Ohio 43227 ($5.00 plus postage)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Affective Objectives, Class Activities, Cocurricular Activities, Curriculum Development, *Educational Strategies, Elementary Secondary Education, Evaluation Criteria, Group Counseling, Group Dynamics, *Humanistic Education, Industrial Arts, Problem Solving, Program Development, Self Actualization, Self Concept, Technical Education, *Vocational Education

Although designed to assist vocational, technical, and industrial arts educators in the understanding, development, and implementation of a comprehensive affective education program, this teacher's manual is adaptable to other areas and levels of education. Six chapters comprise the manual. The first four chapters introduce major strategies to deal with affective growth and development: formal structured activities, student organizations, classroom/laboratory meetings, and instructional methods. Chapter V discusses the criteria, approaches, and materials used in evaluating a comprehensive affective education program. The evaluation program is broken down into four major areas: information, behavior, attitudes, and group process. Chapter VI is designed to assist educators in assessing, developing, and implementing their comprehensive affective education program. A glossary, bibliography, models of a formal structured activity, a student organization, and a vocational curriculum, and procedures for problem solving are included. (Author/KC)

ED 175 840 SP 014 638

Neely, Russell
The Student As a Catalyst for Change.
Pub Date-15 May 79
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Students, *Health Education, Health Personnel, *Health Programs, Higher Education, *Information Sources, *Outreach Programs, *Peer Counseling, Peer Teaching, Resource Centers, *Student Volunteers

The Student Health Promoter (SHP) program at the University of Arizona is a campus-based service designed to offer students an opportunity to increase their awareness of wellness activities through the use of peer counseling techniques. SHP participants are undergraduate students not necessarily enrolled in health education who serve as referral services for both campus and community health agencies. The SHP training program is a three-credit course and offers curriculum areas relating to self-care, counseling skills, general knowledge of disease and protocol treatments, general pharmacology of nonprescription drugs, health risk assessment, understanding of the University's health manual, cardiopulmonary resuscitation and basic first aid, and contraceptive information and education. Student progress during the training period is monitored by both observation and performance indicators. Selection of trainees for the program is based on a combination of personal and academic qualifications. (LH)

Griffith, Douglas Actkinson, Tomme R.
Mnemonic Enhancement and General Technical Ability.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Report No.-ARI-TP-336
Pub Date-Sep 78
Note-31p.
Available from-U.S. Army Institute for the Behavioral and Social Sciences; ATTN: PERI-OH, 5001 Eisenhower Avenue, Alexandria, Virginia 22333
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Cognitive Ability, Cognitive Processes, Enlisted Personnel, Higher Education, Learning Processes, *Memory, *Mnemonics, *Paired Associate Learning, Recall (Psychological), *Training Techniques, Verbal Tests, *Visualization
Identifiers-Paivio (A)

This study was the first in a series of investigations designed to examine techniques purporting to enhance the effectiveness of human memory. The utility of a simple pegword mnemonic for Army enlisted personnel, representing three levels of general technical ability, was examined. Half of each ability group was instructed in use of a rhyme pegword mnemonic and half served as a control group. Response items were rated in terms of their potential for evoking memory images. It was found that initial acquisition was a function of the imagery level of the response items, as well as a positive function of the general technical ability level of the personnel. It was also found that only the high general technical ability group was able to employ the mnemonic to advantage. The final recall test indicated a precipitous lose of information across lists for all conditions. (Author/RD)

ED 175 417 IR 007 581

Sirota, David R.

The Development of Critical Television Viewing Skills in Students: Proceed with Caution.

Note-10p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Commercial Television, *Critical Thinking, *Educational Television, Elementary Secondary Education, Fine Arts, Problems, *Television Curriculum, *Television Viewing
Identifiers-*Critical Viewing

This paper discusses WNET-TV's response to an HEW Request for Proposals concerning the development of critical television viewing skills. Two factors that should be considered when planning the implementation of a critical viewing skills curriculum in public education are identified where and how to fit critical television viewing into the present curriculum, and the relationship of television to the arts curriculum. The demands on students and teachers in making the shift from viewing television as passively and easily absorbed entertainment to viewing it as data for analysis are also discussed. (RAO)

ED 175 460 IR 007 632

A Statewide Report on Staff and Facilities for Instructional Media Programs in Wisconsin Public Schools 1978. Status Report Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
Pub Date-Jan 79
Note-38p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Audiovisual Aids, *Audiovisual Centers, Elementary Secondary Education, *Facility Inventory, *Instructional Materials Centers, *Media Specialists, Paraprofessional School Personnel, School Surveys

This statewide report documents the number and kind of media program staff members and the type of media program facilities for elementary and secondary schools in Wisconsin through 1978. Status report 1 presents percentages of public school buildings with centralized media center facilities, percentages of students in schools with media centers, and staffing of elementary, junior high, and senior high school media centers. Status report 2 provides an indication of the status of instructional media program development from a statewide perspective, showing differences at the three school levels. Categories include media programs, media organization, staff, expenditures, facilities, media, and equipment. (RAO)

ED 175 483 IR 007 697

Suggestions for Dealing with Censorship of Media Center Materials in Schools: A Wisconsin Plan.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

Report No.-WSDPI-Bull-9233

Pub Date-78

Note-19p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Censorship, *Instructional Materials Centers, Library Associations, Library Collections, *Library Material Selection, Media Specialists, *Parental Grievances, *Policy, School Libraries

Identifiers-*Wisconsin

Procedures for developing selection standards for media center materials and for handling complaints that may arise are identified. To aid the librarian or school media specialist who needs assistance in censorship matters, a list of appropriate Wisconsin area agencies and associations is given, including their purposes, services, addresses, and phone numbers. It is recommended that each Wisconsin school district design an official board approved policy for the censorship of instructional materials which reflects the particular philosophy of the district; such a policy would contain a statement of objectives and responsibilities, a statement of selection procedures, and procedures for reconsideration of challenged materials. Guidelines for maintaining a public information program within the school, parent group, and community at large are offered as a means of reducing the necessity of defending selected materials. Should such defenses become necessary, recommendations for dealing with parental concerns about challenged selections are presented. Further suggestions can be obtained from the 14 library organizations, teacher federations, and civil liberties agencies listed. (FM)

ED 175 521 JC 790 526

Eppley, George Mackie, Laurence
Proposal for Manpower Training Certificate Program.
Cuyahoga Community Coll., Cleveland, Ohio.
Pub Date-Sep 79
Note-27p.
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Education Programs, Community Colleges, *Internship Programs, *Junior Colleges, *Management Education, Manpower Development, Program Administration, *Staff Improvement, Supervisory Training
Identifiers-*Comprehensive Employment and Training Act

Cuyahoga Community College has proposed to create a Manpower Training Program, within its Lifelong Learning Institute, that will offer academic and practical courses in all aspects of Comprehensive Employment and Training Act (CETA) planning, administration, and operations for CETA program staff. The program is to be organized around a set of core modules which provide a basic introduction to CETA and manpower programming. After completing the core, each participant may select a specific area from the following tracks: planning and evaluation, administration, or operations. In addition to these modules and optional courses in accounting, composition, or other related areas (all of which carry Continuing Education Units), all participants are required to complete an in-service internship with a prime sponsor. The faculty of the program consist of general college and special Institute instructors and part-time, manpower professionals. The admissions procedure will differ depending on the participant's background, and participants will be assigned to a counselor who will work out a training program consistent with their interests and experience. Appendices to this proposal contain the module roster and description; schedules of modules leading to Certificates in Manpower Planning, Manpower Administration, and Manpower Operations; and a diagrammatic representation of the program. (AYC)

Vandeputte, Christiane

CSMP Mathematics for Kindergarten, Teacher's Guide Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-76

Note-598p.; For related documents, see SE 027 876-893; Not available in hard copy due to copyright restrictions; Contains colored charts and activities which may not reproduce well

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-Curriculum Development, *Curriculum Guides, Early Childhood Education, *Elementary School Mathematics, *Instructional Materials, Kindergarten Children, Mathematical Logic, *Mathematics Curriculum, Mathematics Instruction, *Number Concepts, Primary Education, Set Theory, Textbooks, Workbooks

Identifiers-*Comprehensive School Mathematics Program

This guide represents the final experimental version of an extended pilot project which was conducted in the United States between 1973 and 1976. The manner of presentation and the pedagogical ideas and tools are based on the works of Georges and Frederique Papy. They are recognized as having introduced colored arrow drawings (``papygrams'') and models of our numeration system (the Papy ``minicomputer'') into the teaching of mathematics at the elementary and secondary level in Belgium. The CSMP curriculum follows the ``spiral approach.'' The guide emphasizes that a topic may provide children with intuitive leaps which might help them acquire successive pieces of information. Suggestions are presented to the teacher for obtaining and preparing materials for lessons. The list of materials is organized into those available and those not available from CSMP. The text of the guide is divided into four sections. The first is an open letter to the teacher in which questions most frequently asked are answered. The next section is a set of ideas on how to develop a good numerical environment and a variety of quick number activities for daily use. The Day-by-Day Guide, section three, contains 108 lessons. Each is titled, described, and illustrated. Materials necessary for the teacher and students are listed. The final section presents problems for both remedial and more challenging work. The lessons and activities are intended for whole group, small group, or individualized instruction. Worksheets for the students accompany the guide. (Author/SA)

ED 175 655 SE 028 449

Jones, Bob And Others

Professionals in Chemistry: 1978. A Comprehensive Report on Characteristics, Renumeration, Employers, Minority Chemists, Supply/Demand.

American Chemical Society, Washington, D.C.
Pub Date-May 79
Note-74p.
Available from-American Chemical Society, Special Issues Sales, 1155 Sixteenth St., N.W., Washington, D.C. ($22.00)
Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Chemistry, Decision Making, *Employment Opportunities, Industry, *Manpower Needs, *Occupational Information, *Science Education, Scientists, *Surveys

This informative report on the employment opportunities for chemists is intended to facilitate decision-making by executives, administrators, faculty and career counselors and to guide chemists and students in making wise career choices. The five chapters present a summary of the chemical profession in the United States, characteristics of the profession, economic trends, chemical education, and supply and demand for chemistry graduates. (SA)

ED 175 814 SP 014 181

Butler, Loretta

Updating A Profession Changes in Teacher Education.

Pub Date-Nov 77
Note-19p.
Pub Type- Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Finance, Educational Trends, Faculty Development, *Governance, Government Role, Higher Education, *Inservice Teacher Education, *Program Planning, *Teacher Programs

One of the priorities of the 70's will be the preeminence of professional development for teachers already in the field. Both fiscal realities and personnel practices demand that the focus of teacher training be on inservice education. This paper considers the vital question of governance of the inservice enterprise, looking at position papers presented by a number of highly diverse groups. Consideration of other issues such as substantive areas and the delivery mode look to organizations and individuals who have developed a base of research to address such questions. Finally, the impetus engendered by federal and state legislation for planning and cooperative development of reality based inservice programs is followed by a proposal for collaborative leadership from educational institutions and organizations at all levels. (Author)

ED 175 864 SP 014 788

Hutchins, C. L. And Others

A Study of Alternatives for Disseminating Knowledge and Planning for Civil Defense Education Among School Age Children 12-14 Years. Final Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Department of Defense, Washington, D.C.

Pub Date-Nov 72

Contract-DAHC-20-71-C-0286

Note-84p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Civil Defense, *Curriculum Development, Decision Making, *Emergency Programs, *Information Dissemination, Social Responsibility, Student Attitudes

A description is given of alternative goals and plans for introducing a program for civil defense readiness in grades 7-9. This program is designed to train young people in survival skills for disasters, both natural and man-made. While emphasis is placed on children at the junior high school level, an outline is provided for extending such training to students of kindergarten through high school age. Sample curricula for coping with different types of emergencies are described. (JD)

ED 175 907 TM 009 469

McKee, Barbara G.

The Influence of the Course Versus the Instructor in Student Ratings of Instruction: A Multiple Group Discriminant Analysis.

Pub Date-Apr 79

Note-55p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-College Students, *Course Evaluation, Effective Teaching, Evaluation Criteria, *Factor Structure, Higher Education, Performance Factors, *Rating Scales, *Student Evaluation of Teacher Performance, *Teacher Characteristics

Identifiers-Adjective Rating Scale, Instructional Development Effectiveness Assessment

Multiple group discriminant analysis was used to determine if college students' evaluations of instruction were influenced by the course, the instructor, both, or neither. A measure of students' course-oriented attitudes, the Adjective Rating Scale (ARS), and a rating of instruction form, the Instructional Development and Effectiveness Assessment Survey (IDEA), were administered to 1,664 college students. It was concluded that students did make distinctions between courses and course instructors, but the distinctions were not clear cut. It was also found that student ratings of teaching behavior overlapped with their ratings of course characteristics, and students' course-oriented attitudes overlapped with their ratings of certain teacher behaviors. Implications of the study were limited by instrumentation and environmental factors, including sampling. (MH)

ED 175 373 HE 011 732

Salaries of Full-Time Teaching Staff at Canadian Universities 1978-1979.
Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.
Pub Date-May 79
Note-111p.; Second edition
Available from-Post-Secondary Education Section, Education, Science, and Culture Division, Statistics Canada, Ottawa, Canada, K1A 0T6
Language-English; French
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Rank (Professional), *College Faculty, Comparative Analysis, Females, Foreign Countries, *Full Time Faculty, Higher Education, Income, Institutional Characteristics, Males, Professors, *Salary Differentials, Surveys, *Teacher Salaries, Women Professors
Identifiers-*Canada

Salaries of Canadian university teachers for 1978-79 have been compiled in this second edition report. Information for the 43 institutions is based on the reported annual rate of salary for full-time teachers only, including those on sabbatical leave. The statistics for each institution include salary rates for full professors, associate professors, assistant professors, ranks below assistants (lecturers, teachers), ranks below lecturer, and others. The numbers of male and female faculty members are noted as well as visiting professors. Average, median, and percentile salary figures are tabulated. (SF)

ED 175 559 PS 010 842

Panetta, Sandra J. Swank, Paul

An Exploration and Analysis of Parental Behaviors Which May Be Related to a Child's Problem Solving Abilities (Phase I Report).

Pub Date-79
Note-105p.; EDEC 601 Practicum: Research Internship in Title I Project; For Phase II Report, see PS 010 843
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Analysis of Variance, Low Income, *Mothers, *Parent Attitudes, *Parent Child Relationship, Parent Influence, *Preschool Children, *Problem Solving, Research Projects, Sex Differences, Spanish Speaking, Speech Communication
Identifiers-*Linguistic Code

This research project was designed to explore, in two phases, the nature of the relationship between parental behavior and children's ability to solve problems. Phase I, which is examined in this paper, deals with two specific questions: (1) Does a statistically significant relationship exist between the mother's linguistic code and the child's problem solving abilities? (2) Does a statistically significant relationship exist between the mother's parental feeling, standards and values and her linguistic code? Subjects were forty 23- and 24-year-old mothers (most of them from low-income families), who were enrolled in the Parents As Teachers Program (PAT) and their 3- to 4-year-old children. About 35% of the children were classified as Hispanic American, 63% as white, and 2% as other. Among the conclusions: (1) a significant positive relationship exists between parental overall linguistic code and children's problem solving abilities; and (2) parental question-asking behavior and the parental value base fuse to explain a high percentage of children's problem solving abilities scores. (Author/MP)

ED 175 577 PS 010 898

Lazar, Irving And Others

Lasting Effects After Preschool. A Report of the Consortium for Longitudinal Studies.

Education Commission of the States, Denver, Colo.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.; New Jersey State Dept. of Higher Education, Trenton.; William and Flora Hewlett Foundation, Palo Alto, Calif.

Report No.-OHDS-79-30178

Pub Date-Oct 78

Note-337p.; For summary report, see PS 010 386; For related documents, see ED 148 471-72

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-090-00047-0)

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-*Academic Achievement, Achievement Need, Achievement Rating, Disadvantaged Youth, Early Childhood Education, Followup Studies, Grade Repetition, Intelligence Quotient, *Intervention, *Longitudinal Studies, *Low Income Groups, *Preschool Programs, *Program Effectiveness, Special Education

This second general technical report of the Consortium for Longitudinal Studies summarizes the findings of current analyses of longitudinal studies of low income children who participated in experimental preschool programs initiated in the 1960s and includes additional data and further analyses of the 1976-77 follow-up study. The pooled data bank of the 12 research groups making up the Consortium provided information on approximately 3,000 low income children who either participated in early intervention programs or served as controls. The common information across projects includes various pre-enrollment measures of the children's home background, a pretest IQ score, and at least one IQ test score collected immediately after the preschool experience. Each investigator also collected a variety of cognitive and behavioral measures which are not common across all projects. In 1976-77, members of the Consortium collaborated in a common follow-up data collection effort. These data include both child and parent interviews, children's IQ and achievement test scores, and information on whether the children had ever failed a grade or been assigned to special education classes. The children were aged 9 through 19 years old at the 1976-77 follow-up. The findings showed that high quality early education programs for low income children had lasting effects in five areas: (1) reducing the number of children assigned to special education classes, (2) reducing the number of children retained in grade, (3) increasing children's math achievement scores at fourth grade, (4) increasing IQ scores at least up to age 13, and (5) influencing aspects of children's and mothers' achievement orientation. (Author/JMB)

ED 175 506 RC 011 502

Wood, Pamela, Ed.
The Salt Book.
Pub Date-77
Note-430p.
Available from-Anchor Books, Anchor Press/Doubleday, Garden City, New York 11530 ($5.95)
Pub Type- Books (010) - Creative Works (030)
Document Not Available from EDRS.
Descriptors-Community Attitudes, *Experiential Learning, *Folk Culture, *Handicrafts, Local History, Outdoor Education, *Regional Characteristics, *Rural Areas, Seafood, Skills, Socioeconomic Influences
Identifiers-*Cultural Journalism, Fishing, Maine, *New England

Researched, written, illustrated, and photographed by Kennebunk, Maine, high school students under the guidance of their English teacher, this book documents the skills, crafts, and attitudes needed for survival in northern New England. Information gathered by personal interviews, on-site observation, and research is organized into two sections: The Sea and The Land. Besides profiles of colorful local residents there are articles about fishing, gill netting, trawling, lobstering, rum running, harvesting sea moss, lighthouses, barn raising, farming, hunting wild honey bees, and other Yankee doings''. Detailed descriptions of how to make lobster traps, snow shoes, flintlocks, and stone walls are included, as are several recipes. Contributors to each article are listed. (SB)

ED 175 614 RC 011 605

Deavers, Kenneth L. Brown, David L.
The Rural Population Turnaround, Research and National Public Policy.
Pub Date-23 Aug 79
Note-14p.; Paper presented at the Rural Sociological Society Meeting (Burlington, Vermont, August 23-26, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Change, Community Problems, *Community Services, Needs Assessment, *Policy Formation, Political Issues, Population Growth, Population Trends, Program Coordination, *Public Policy, *Research Needs, Rural Areas, *Urban to Rural Migration
Identifiers-Essential Services

The rural population turnaround, rapid and largely unanticipated, has created a gap between the changed social and economic conditions in rural America and public policies and programs, which were formulated in response to 30 years of rural population decline. For several reasons, public policy has not yet responded to the population turnaround with new legislation and new programs. First, the rural turnaround is a relatively new phenomenon and raises issues that are not yet clearly understood. Second, the turnaround is not uniform or universal. Third, rural growth is seen as an indicator of a revitalized rural America, a positive view that complicates the political problems of developing rural policy. The rural population turnaround should be considered in the context of a comprehensive rural development policy concerned with the overall well-being of rural people including the provision of essential services in isolated and sparsely populated areas; the capacity of local institutions to anticipate, plan for, and adjust to change; and the coordination of federal, state, and local programs. Researchers can contribute to this goal by addressing questions relevant to rural policy and by learning to effectively communicate their findings to the policymakers. (JH)

ED 175 683 SE 028 671

Bridgess, M. Philbrick, Ed.

Supplementary and Enrichment Series: Absolute Value. Teachers' Commentary. SP-25.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-66

Note-48p.; For related documents, see SE 028 648-675; Contains occasional light and broken type

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Algebra, Curriculum, *Curriculum Guides, Enrichment, Graphs, *Instruction, Mathematics Education, *Number Concepts, Secondary Education, *Secondary School Mathematics

Identifiers-*Complex Numbers, *School Mathematics Study Group

This is one in a series of manuals for teachers using SMSG high school supplementary materials. The pamphlet includes commentaries on the sections of the student's booklet, answers to the exercises, and sample test questions. Topics covered include addition and multiplication in terms of absolute value, graphs of absolute value in the Cartesian plane, absolute value and quadratic expressions, complex numbers, and vectors. (MP)

ED 175 713 SE 028 751

Gause, S. Crouther
Poetry and Energy.
Mississippi State Univ., State College. Cooperative Extension Service.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-MEEC-34
Pub Date-78
Grant-DOE-EU-78-G-05-5873
Note-15p.; For related documents, see SE 028 747-757
Available from-Mississippi Energy Extension Center, P.O. Box 5406,
Mississippi State, MS 39762 (no price quoted)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Conservation (Environment), Energy, *Energy Conservation,
*English Curriculum, *Interdisciplinary Approach, *Language Arts,
Natural Resources, *Poetry, Secondary Education
Identifiers-*Energy Education, Mississippi

This booklet is designed for seventh-grade, above-average students to explore energy through poetry. Students will study energy from a literary point of view and will produce an original poem. The series of lessons is for a five-day sequence. A list of free or inexpensive materials and their sources is provided at the end of the booklet. (Author/RE)

ED 175 737 SO 011 478

Final Report of the Study Group on Law-Related Education.
Office of Education (DHEW), Washington, D.C.
Pub Date-1 Sep 78
Note-61p.; Page 23 is missing and therefore not available from EDRS
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Citizenship, Civics, Constitutional Law, Cooperation, Democratic Values, Educational Assessment, Educational Legislation, *Educational Needs, Educational Objectives, *Educational Practice, Elementary Secondary Education, Financial Needs, *Government Role, Higher Education, *Legal Education, Program Evaluation, *Summative Evaluation, Teacher Education, Values

The report examines law-related education materials and programs in the United States and evaluates roles played by various agencies and institutions in law-related education. The document consists of an introductory summary and six subsequent chapters. Chapter I defines the purpose of the Study Group on Law-Related Education as summarizing the condition of law-related education and proposing options for the United States Office of Education (OE) in the field. Chapter II characterizes law-related education as education to promote knowledge and understanding of the law, legal processes, and the legal system, and to enable people to be more informed and effective citizens. Chapter III presents an overview of law-related education as a separate course of study and as an integral part of civics, social studies, history, home economics, and business education. Chapter IV reviews federal support of law-related education. The final chapter presents recommendations for OE including that it should fund law-related education activities such as teacher preparation, educational conferences, research and evaluation, limited curriculum development, and coordination with other agencies. Appendices, which conclude the document, include summaries of national law-related education projects. (DB)

ED 175 841 SP 014 643

Sachs, Michael L. Pargman, David

Commitment and Dependence Upon Regular Running.

Pub Date-19 Mar 79

Note-32p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (New Orleans, Louisiana, March 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Motivation, *Need Gratification, Physical Activities, Physical Fitness, *Psychological Patterns, *Running

The linear relationship between intellectual commitment to running and psychobiological dependence upon running is examined. A sample of 540 regular runners (running frequency greater than three days per week for the past year for the majority) was surveyed with a questionnaire. Measures of commitment and dependence on running, as well as demographic information, were obtained. Dependence scores were found to be normally distributed, although scores tended toward the more dependent end of the continuum. (JD)

ED 175 393 IR 007 521

Jensen, Ken

New Trends in Public Library Service to Children.

Pub Date-78

Note-15p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Children, Cooperation, *Innovation, Library Planning, Library Programs, *Library Services, Problems, *Public Libraries

In this discussion spiced with reminiscences, a former children's librarian sees library services for children as part of the continuum of all library services. However, social and economic changes such as cutbacks in funds, inflation, concerns over book selection, intellectual freedom, and the patron's right to read have led to a situation in which there are no universally agreed upon and defined objectives. Challenges confronting future successful library services to children exist in the areas of priorities, publicity, user needs, access, community support, creative programming, research and evaluation, relationships between administration and library staff, and cooperation between school and library. (JD)

ED 175 439 IR 007 606

Eastmond, J. N., Jr.

Proposed Five-Year Plan for the Division of Instructional Development, Merrill Library and Learning Resources Program, Utah State University, Logan, Utah.

Utah State Univ., Logan. Merrill Library and Learning Resources Program.
Pub Date-7 May 79
Note-32p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Improvement, Educational Objectives, *Educational Planning, Higher Education, *Instructional Improvement, *Needs Assessment, *Surveys
Identifiers-*Instructional Development

Given the difficulty of representing the interests of a diverse faculty such as Utah State University, this 5-year plan has sought relevant information from both faculty and administrators in an assessment of the needs of the university for this period. Some conclusions about needs have been drawn from existing data: enrollment can be expected to remain steady or to experience a slight decline; the emphasis on quality teaching will increase; students are dissatisfied with survey courses; critical skill areas include communications, problem solving, and managerial practices; and graduate teaching assistants have little preparation for teaching other than their specific academic training. The objectives of the Instructional Development Office are reviewed in the context of these needs, and areas of staffing and financing of instructional development activities are addressed. An implementation flow chart of activities scheduled in the instructional development office over the next five years is provided, as well as a list of references and the tabulated data from a survey of undergraduate students in survey courses. (Author/RAO)

ED 175 756 SO 011 916

Eyster, Ira, Ed.
Law-Citizenship Education Curriculum Guide: A Scope and Sequence Approach for Kindergarten through Grade Eight.
Oklahoma State Dept. of Education, Oklahoma City.; Oklahoma Univ., Norman. Southwest Center for Human Relations Studies.
Spons Agency-Florida State Univ., Tallahassee. Dept. of Sociology.; Oklahoma Bar Foundation, Oklahoma City.; Oklahoma Crime Commission, Oklahoma City.
Pub Date-78
Note-202p.; Civil Courtroom chart on page IV-36 may not reproduce clearly in paper copy due to light print type of original document; For a related document, see SO 011 919
Available from-Southwest Center for Human Relations Studies, University of Oklahoma, 555 Constitution, Norman, Oklahoma 73037 ($1.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Citizen Role, *Citizenship, Citizenship Responsibility, *Civil Liberties, Classroom Techniques, *Concept Teaching, Conflict Resolution, Court Cases, Curriculum Development, Educational Objectives, Elementary Secondary Education, Justice, Law Enforcement, Laws, *Learning Activities, *Legal Education, Legislation, Power Structure, Self Concept, Teaching Methods, United States History

The guide presents learning activities and teaching methods relating to law and citizenship education for grades K-8. The objective is to aid the teacher in preparing students for citizenship responsibilities. The document treats five basic topics, liberty, justice, equality, property, and power, and is designed for adaptation into existing curriculum. It is divided into four sections. Section I, providing learning activities for grades K-3, outlines purposes and activities; contains educational objectives; and suggests activities such as viewing filmstrips, discussing, brainstorming, and gaming. Activities are limited to simple definitions and activities emphasizing conceptual learning. Sections II and III are aimed at grades 4-6 and 7-8 respectively. They explore the same topics by using activities and sources of growing complexity and sophistication. Section II uses creative writing, dramatization, case studies, and field investigation to examine the topics and relate them to subject matter such as American history and government, legal terms and processes, historical documents, and court systems. Section III recommends films, court cases, textbooks, comparative analysis, and opinion polls for use in studying controversial issues relating to the basic topics. Section IV is an appendix offering teacher materials and detailing objectives and procedures for teaching strategies to stimulate discussion and student involvement. A bibliography concludes the document (CK)

ED 175 773 SO 011 940

Hollander, Edwin P. Yoder, Jan

Some Issues in Comparing Women and Men as Leaders. Technical Report No. 7.

State Univ. of New York, Buffalo. Dept. of Psychology.

Spons Agency-Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.

Pub Date-Nov 78

Contract-ONR-N00014-76-C-0754

Note-20p.; For a related document, see ED 158 405

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Females, Group Dynamics, *Leadership Qualities, *Leadership Styles, *Males, Negative Attitudes, Research Methodology, Research Needs, Role Conflict, Sex Differences, *Sex Role, Sex Stereotypes, *Success Factors

The document reviews literature relevant to male/female leadership effectiveness and outlines research needs in this area. Three factors which contribute to successful leadership include leadership role, leadership style, and situational characteristics. Literature concerning leadership role reveals that in mixed-sex groups, women are less likely to be chosen as leaders and less inclined to perceive themselves as leaders or to seek that role. Studies of leadership style suggest sex differences in several areas: men seek to succeed more on tasks while women seek to achieve interpersonal successes; women exert more activity toward creating positive group affect; men concentrate more on exhibiting recognizable leader behavior. Also, evidence indicates that situational factors can operate to prevent women who have overcome role conflict from exhibiting leadership behaviors: the sex composition of the group, the type of task employed, and the method by which the leader attains his or her status. Finally, conflicting research results tend to be derived from research procedures. Research supporting gender differences in leadership behavior sampled the general population of women while studies finding no gender-related differences sampled actual female leaders. Future research calls for identifying personality characteristics that define leadership style, the situational variables, and sex-role attitudes of leaders and followers. (Author/KC)

ED 175 338 HE 011 640

Wieneke, Chris

The First Lecture: Impact on and Implications for Students Who Are New to the University. TERC Research and Development Paper No. 54.

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

Report No.-TERC-54
Pub Date-Aug 78
Note-33p.
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Freshmen, College Students, *Cues, Foreign Countries, Higher Education, *Lecture, Nonverbal Communication, *Student Adjustment, Student Teacher Relationship, *Teacher Influence
Identifiers-*University of New South Wales (Australia)

An analysis and discussion are presented of observations of 27 different first lecture situations at the University of New South Wales at the beginning of 1978. The analysis was intended to provide teachers with a range of data about what occurred during first lectures in schools other than their own, and to highlight the potential impact of the occasion on first-year students. Findings suggest that staff devote a large proportion of the first lecture talking to students about the formal requirements of particular courses and the nature of their disciplines, while simultaneously sending cues or covert messages about what students really need to do in order to pass the course and effectively fulfill their roles as students. It is suggested that both the overt and covert messages can be used by students to help them work out a realistic and viable approach to university demands in the academic and other spheres. A checklist of questions for an instructor to consider in preparing the first lecture is included. (Author/PHR)

ED 175 355 HE 011 675

Hellweg, Susan A. Churchman, David A.

Maximizing the Instructional Process: A Model for the Design of Graduate Degree Programs.

Pub Date-Jul 79

Note-13p.; Paper presented at the Society for College and University Planning Conference (Kansas City, Missouri, July 1979); Figure 1 (Evaluation Matrix for the Behavioral Science Graduate Program) may not reproduce well due to marginal legibility of original

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavioral Sciences, *College Curriculum, College Faculty, Core Courses, Cost Effectiveness, *Curriculum Design, Degree Requirements, Departments, Faculty Workload, *Graduate Study, Higher Education, *Instructional Design, Instructional Innovation, *Interdisciplinary Approach, Masters Degrees, School Community Relationship, Student Interests

Identifiers-California State University Dominguez Hills, *Nontraditional Education

A model for an interdisciplinary graduate degree program based on the Behavioral Science Graduate degree program at California State University at Dominguez Hills is described. In light of the declining resources available to higher education institutions it is recommended that curricular programs be accountable and responsive to the needs of the students and the community and emphasize flexibility and cost effectiveness. The importance of considering student interests, available faculty and facilities, and marketability of graduates when developing a graduate program is emphasized. The program described allows students to choose among three options in an effort to provide greater professional mobility and academic preparation. Faculty from several departments are utilized, stimulating interdepartmental communication and effective use of resources. The courses are sequential and allow for completion of eight specific objectives and facilitate program evaluation. A set of core courses provides fundamental skills enabling students to master other skills in subsequent courses. A graduate student association, viewed as an essential aspect of the program, provides peer support and a mechanism for faculty and student interchange. It is suggested that this type of a program maximizes the instructional process and responds to the needs of faculty, students, administrators, and the community. Courses included in the Behavioral Science Graduate Program are described and an evaluation matrix for the program is included. (Author/SF)

Czuchry, Andrew J. And Others

Digital Avionics Information System (DAIS): Reliability and Maintainability Model Users Guide. Final Report, May 1975-July 1977.

Dynamics Research Corp., Wilmington, Mass.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-78-2(II)
Pub Date-Apr 79
Contract-F33615-75-C-5218
Note-82p.; Appendix D removed due to illegibility of the original document; Some tables may not reproduce; For related documents, see ED 163 917, ED 167 106, and IR 007 472
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (1979-671-056/45)
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Aviation Technology, *Computer Oriented Programs, Cost Effectiveness, Data Analysis, Data Bases, Decision Making, *Equipment Maintenance, *Information Systems, Military Organizations, Operations Research, *Reliability
Identifiers-*Digital Avionics Information System

This report provides a complete guide to the stand alone mode operation of the reliability and maintenance (R&M) model, which was developed to facilitate the performance of design versus cost trade-offs within the digital avionics information system (DAIS) acquisition process. The features and structure of the model, its input data requirements, its logical operations, and its outputs are described; and instructions and format for preparing input data and for selecting output options are provided with sample output reports for each option that can be selected. Appendices include descriptions of input data elements and potential error messages, and a listing of acronyms used. (Author/CMV)

ED 175 461 IR 007 633

Aichele, Douglas B. Castle, Kathryn
Student Teaching: A Cooperative Experience. Parts V-VIII.
Oklahoma State Univ., Stillwater. Coll. of Education.
Spons Agency-Oklahoma Cooperative for Clinical Experiences in Teacher Education, Stillwater.
Pub Date-79
Note-26p.; For related document, see ED 153 619
Pub Type- Creative Works (030)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Class Management, *Cooperative Teaching, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Instructional Materials, *Student Teachers, *Student Teaching, Teacher Education, Teacher Evaluation, *Videotape Recordings

These four videotape scripts consist of panel discussions on various facets of the student teaching experience from the viewpoint of the cooperating teacher. Participants include two supervisors from the Oklahoma State University College of Education and four cooperating teachers from the area; the kindergarten, elementary, junior high, and secondary levels are all represented. Focus questions are provided for each of the scripts, which include introducing Student Teachers to the Student Teaching Experience, Student Teaching and Classroom Management, Conferencing and Evaluation of Student Teachers, and Introducing University Students to Pre-Student Teaching Experiences. (CMV)

ED 175 503 JC 790 488

Ortman, Richard E. Frerichs, Allen H.

Self-Acceptance Among Transfer and Occupational Community College Students.

Pub Date-11 Apr 79
Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age, Community Colleges, *Females, Junior Colleges, *Junior College Students, *Males, *Marital Status, *Self Concept, Self Concept Tests, Self Esteem
Identifiers-Berger Self Acceptance Scale

In order to investigate the levels of self-acceptance of occupational and transfer students, a sample of 1,190 students enrolled in four Illinois community colleges were administered a personal data sheet and the Berger Self-Acceptance Scale (SAS). The data sheet recorded age (below 20, 21-25, and over 25), marital status (married or single), and sex. Factors included in the definition of self-acceptance were: faith in one's capacity to cope with life, consideration of oneself as a person of worth on an equal plane with others, assumption of responsibility for and acceptance of the consequences of one's behavior, and acceptance of praise or criticism objectively. Study findings included the following: (1) transfer students showed significantly higher levels of self-acceptance; (2) marital status was significantly and positively related to SAS scores in both groups; (3) sex was not significantly related to SAS scores for either group, though males did score slightly higher than females; and (4) results on the age variable showed that among the transfer students, the "over 26" group scored significantly higher than the younger groups; while the same pattern was revealed in the occupational group, the difference was not significant. References to other studies of student personality are included in the study report. (AYC)

ED 175 541 PS 010 817

Hermanns, Jo

On the Stability and Predictability of Cognitive Development in the Preschool Period.

Pub Date-Jun 79

Note-13p.; Paper presented at the Biennial Congress of the International Society for the Study of Behavioural Development (5th, Lund, Sweden, June 25-29, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, Behavior Patterns, Behavior Rating Scales, *Cognitive Development, *Educational Problems, Foreign Countries, *Identification, Language Development, Longitudinal Studies, Motor Development, Perceptual Development, *Predictive Validity, *Preschool Children, Preschool Education, Screening Tests, Socioeconomic Status

Identifiers-*Netherlands

This study attempts to identify potential school problems in preschool children in order to facilitate the provision of relevant information for systematic screening and early guidance. Data from the first 14 months (to the end of the preschool period) of a longitudinal study extending from 4 1/2 years of age to the end of second grade are reported. The children were tested twice. At the mean age of 58 months various individual tests for cognitive, linguistic and perceptual development were administered. Classroom behavior was rated by the teacher and neuromotoric functioning was examined by the school doctor. One year later at a mean age of 72 months, the tests and classroom observations were repeated. Results showed almost no sex differences in IQ, linguistic competence, or other aspects of cognitive functioning. Boys and girls were equally represented in the at risk group. Age differences were far more pronounced in the first part of the study than in the second. Socioeconomic status had an increasing influence on test results over the 14 months. Changes in cognitive development were significantly related to socioeconomic status and school. The age of the child and behavior ratings of the teacher made no independent contribution to the predictability of change. Socioeconomic status was strongly related to whether young preschoolers at risk for school problems showed improvement in the preschool period or not. (Author/JMB)

ED 175 658 SE 028 527

Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1975. A Report to the President and Congress. Detailed Statistical Tables, Appendix B.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-77-303

Pub Date-77

Note-130p.; For related document, see ED 142 137; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Engineering, Federal Aid, Fellowships, *Financial Support, *Higher Education, *Research and Development Centers, Science Education, *Science Programs, Scientific Research, *Statistical Data

Identifiers-*National Science Foundation

This report for fiscal year 1975 presents the statistical tables related to federal support for academic science. Names of recipients and their geographical location are included. Information is also given on research and development support to federally-funded centers and non-profit research organizations. (SA)

ED 175 701 SO 011 959

The Continuing Education of William Carr. An Autobiography.
National Education Association, Washington, D.C.
Pub Date-78
Note-449p.; Out of print from NEA
Pub Type- Books (010) - Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Biographies, *Educational History, Educational Needs, Educational Practice, Elementary Secondary Education, Interests, National Organizations, Opinions, *Professional Associations, *Teacher Associations, Teacher Attitudes, Teacher Characteristics, Teacher Role
Identifiers-Carr (William G)

Written as a personal memoir of educator William Carr and as an historical perspective on the National Education Association (NEA) from the late 1920s to the 1970s, this biography focuses on Dr. Carr's devotion to education and to the rational solution of international differences. As an active member of the NEA for nearly 40 years, as Executive Secretary of NEA from 1952-1967, and as a member of the Educational Policies Commission from 1937-1967, Carr's involvement in education spanned national and international events such as the Great Depression, World War II, and the Cold War. Major achievements of the NEA under Carr's leadership include creation of NEA regional offices, employment of consultants on teacher salaries, strengthening of NEA's research division, creation of numerous fellowships for teachers and students, support for teachers' rights, and extension of the program of NEA's Commission on Professional Rights and Responsibilities. The biography concludes with enumeration of Dr. Carr's activities since his retirement in 1972, including graduate teaching, conference speaking, and active involvement with various professional education associations. (DB)

ED 175 815 SP 014 197

Fox, Charles D. Tubb, Gary W.

An Item Analysis of Teacher Evaluation Forms as a Mandate of Legislative Accountability.

Pub Date-Feb 79

Note-18p.; Paper presented at the Annual Conference of the Association of Teacher Educators (Orlando, Florida, February 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Accountability, Efficiency, *Evaluation Criteria, *Evaluation Methods, Faculty Evaluation, Feedback, *Item Analysis, Measurement Techniques, Performance Criteria, Reliability, *Teacher Evaluation, Validity

Before teacher evaluation forms can have any significance for educational research their validity and reliability must be established. This study concerns itself with defining the suitability of the criteria-establishing items that may be contained on teacher evaluations. The areas of inquiry are: the rater (evaluator) difficulty level of each item; the extent to which each rater discriminates between good and poor items; and the establishment of internal and external consistency in rating. A sampling of five administrators from a public school system in Louisiana brought variable results regarding the consistency levels in these areas. The results are included in statistical form in the appendixes to the report. (LH)

Rosenau, Fred S.

Research on the Use of Educational Products: (4) Marketing Research: At What Prices?

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Pub Date-79

Note-14p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiovisual Aids, *Classroom Materials, Marketing, *Merchandising, *Nonprofit Organizations, *Publishing Industry, *Research Utilization, Textbooks

The production and distribution of educational materials developed by researchers is considered. The current practice of turning over federally or foundation funded products to commercial producers raises the question of pricing policies of these firms as compared to the policies of nonprofit development agencies. Comparative costs of producing and marketing these educational materials are outlined, and the data are analyzed. (JD)

ED 175 887 TM 008 703

Morris, Lynn Lyons Fitz-Gibbon, Carol Taylor
How to Deal With Goals and Objectives. Program Evaluation Kit, 2.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-78p.; For related documents, see TM 008 704-710
Available from-Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212 ($4.50 ea.; complete set, $49.95, plus $1.50 postage and handling)
Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-*Behavioral Objectives, Curriculum Planning, Educational Assessment, *Educational Objectives, Evaluation Methods, *Information Sources, *Needs Assessment, *Program Evaluation, Sampling, Standardized Tests, Student Testing, *Test Construction

Clearly defined goals are described as the first component of a program evaluation. The goals of this booklet are: to demonstrate the need for clearly written statements of goals, outcomes, and objectives; to provide examples; to provide a method of deriving goals from already published materials; to demonstrate the relationship between writing objectives and constructing test items; and to outline methods for measuring the attainment of a large number of objectives when testing time is limited. The information is applicable to both formative and summative evaluation. Chapter titles are: (1) Goals and Objectives in Evaluation; (2) Where to Find Goals and Objectives; (3) Writing Your Own Objectives; and (4) Assigning Priorities to Objectives. Most chapters contain brief bibliographies. (MH)

ED 175 908 TM 009 494

Frahm, Robert Covington, Jimmie
What's Happening in Minimum Competency Testing.
Phi Delta Kappa, Bloomington, Ind.
Pub Date-79
Note-59p.
Available from-Phi Delta Kappa, P.O. Box 789, Bloomington, Indiana 47402 ($2.50 plus $1.00 handling fee on orders less than $5.00)
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Administrator Attitudes, Educational Assessment, Elementary Secondary Education, *Graduation Requirements, *Minimum Competency Testing, Parent Attitudes, Performance Based Education, Public Opinion, Public School Systems, *State Legislation, *State Programs, Student Opinion, Teacher Attitudes, *Testing Problems, *Testing Programs

An examination of the current status of minimum competency testing is presented in a series of short essays, which discuss case studies of individual school systems and state approaches. Sections are also included on the viewpoints of critics and supporters, teachers and teacher organizations, principals and students, and the federal government. Minimum competency testing programs in Gary, Indiana; Chicago, Illinois; Denver, Colorado; Omaha, Nebraska; St. Paul, Minnesota; Oregon, and Bakersfield, California are discussed. State laws and regulations for Florida, North Carolina, Virginia, New York, Arizona, Nevada, Tennessee, and Kentucky, are explained. General conclusions are reached: (1) the major strength of minimum competency testing programs is the identification of specific learning objectives, especially in the elementary grades; (2) the effect of high school graduation tests is unclear; (3) the full impact of the programs is uncertain; and (4) the effect of emphasizing basic skills upon below-average students and high-achieving students is as yet unanswered. (MH)

ED 175 374 HE 011 733

Teachers in Universities. Part I: Salaries General, 1972-73 to 1974-75. Part II: Salaries Related to Experience, 1972-73 to 1974-75.

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.

Pub Date-Jul 77

Note-132p.; For related document see HE 011 735

Available from-Post-Secondary Education Section, Education, Science, and Culture Division, Statistics Canada, Ottawa, Canada, K1A 0T6 ($1.05)

Language-English; French

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Academic Rank (Professional), *College Faculty, Comparative Analysis, Females, Foreign Countries, *Full Time Faculty, Higher Education, Income, Institutional Characteristics, Males, National Surveys, Professors, *Salary Differentials, Teacher Qualifications, *Teacher Salaries, *Teaching Experience, Women Professors

Identifiers-*Canada

Data on the salaries of full-time teaching staff at Canadian universities for the years 1972-1975 are presented in this two-part report. Part I includes nine tables, three for each academic year. Table 1 of each group provides summary information of teachers by rank and sex. Table 2 gives a detailed breakdown of the number of teachers and median salaries by discipline. Table 3 of each group shows number of teachers and salaries by field of teaching for each region and the entire country. Part II of this report presents information on the relationship between salaries and experience for full-time faculty at Canadian universities. Eighteen tables are presented in Part II, six for each year. Each table contains at least one variable that may be viewed as indicative of experience (highest degree, rank, number of years since highest degree, sex, number of years since first degree, age, number of years since appointment to institution). The survey method, analysis of data, and the variables investigated are explained for both Parts I and II. (SF)

ED 175 304 IR 007 556

Nakata, Yuri

Local Documents Project. Final Report to the Illinois State Library, November 15, 1976 to May 15, 1978.

Illinois Univ., Chicago. Chicago Circle Campus.
Spons Agency-Illinois State Library, Springfield.
Pub Date-15 May 78
Note-32p.; Prepared in cooperation with the Illinois Regional Library Council
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Directories, Evaluation, Expenditures, *Libraries, *Library Acquisition, Library Collections, Library Services, *Local Government, *Manuals, Methods, *Projects, *Publications, Tables (Data)
Identifiers-*Chicago

The project described in this report was designed to create an awareness of local documents on the part of libraries in the Chicago metropolitan area and to gather data on the scope of local document collections in area libraries. Through workshops and personal visits to libraries, the project reached 275 librarians, and, as a result of needs expressed at the workshops, two publications emerged: a manual on the collection and organization of local documents, and a directory of local libraries featuring the scope of local document collections. This overview of the project includes sections on methodology and evaluation, and four recommendations, as well as a list of the project staff and advisory committee members. Appendices contain the evaluation questionnaire and the financial report. (Author/JD)

ED 175 484 IR 007 698

A Survey of New Jersey Educational Resource Agencies and Their Available Services.

New Jersey State Dept. of Education, Trenton.
Pub Date-77
Note-23p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Data Bases, *Educational Resources, Geographic Distribution, *Information Dissemination, *Information Services, Resource Centers, *Resource Materials, *State Surveys
Identifiers-*New Jersey

A summary of the results of a statewide education resource base survey conducted in the summer of 1977 provides school users with educational resource information originating in New Jersey. Educational improvement centers, county offices, colleges, universities, and other educational centers in the state yielded an 86 percent response rate to the 90 questionnaires sent out, which were designed to elicit information relative to the general nature and extent of resource base holdings and services. The general information section of completed questionnaires revealed that 43 of 77 respondents had a base, and 28 of those reported meeting their clients' needs. A section asking for major focuses of the various data collections included the areas of administration/management, curriculum/teaching, general/professional, research/evaluation, and student/human services. Responses to the final section, which was concerned with the types of resources held and the organizations' dissemination activities, indicated that most holdings were commercially developed, most are reviewed annually, most are accessible to the public, and most organizations offer visitor assistance, consultive services, and answer inquiries. Appendices provide the geographic distribution of bases, focus of collections, and product-based and assistance-related dissemination activities, as well as a copy of the survey questionnaire. (FM)

ED 175 597 RC 011 504

Teeple, Berne, Ed.

Children's Interpretive Programs. National Park Service. National Capital Region. 1978-79.

Spons Agency-National Park Service (Dept. of Interior), Washington, D.C. National Capital Parks.

Pub Date-79

Note-37p.

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American History, Art Activities, Colonial History (United States), *Educational Programs, Educational Resources, Environmental Education, *Experiential Learning, *Field Trips, Group Activities, Handicrafts, Learning Activities, Museums, *Outdoor Education, *Parks, Special Programs, Student Participation, Summer Programs

Identifiers-*District of Columbia, *Interpretive Programs

Children's park programs in and near the District of Columbia are listed in this directory which is designed for people who plan field trips for children and people interested in developing similar programs. The directory describes more than 80 programs conducted in 30 parks and gives age ranges, schedules, and phone numbers for obtaining further information. Most programs stress active participation; most provide opportunities to study nature and the environment, to participate in the creative arts, or to learn about early American life. Activities include nature walks, films, theater for and with children, a wide variety of crafts, a solar energy workshop, and an overnight experience as an 1890s farm hand. At Manassas Battlefield Park and Antietam Battlefield, children (and adults) learn about the Civil War through hands on demonstrations of muskets and cannons, walks through battle sites, and evening campfires with Civil War songs, stories, and refreshments. Program complexity ranges from guided tours to a gardening project in which student involvement begins with spring planting and extends through fall harvest. Several programs provide teaching guides and classroom materials to help children prepare for and review their trip. The directory concludes with suggestions for working with children in experiential programs and a bibliography for program leaders. (JH)

ED 175 684 SE 028 672

Bridgess, M. Philbrick, Ed.

Supplementary and Enrichment Series: The Mathematical Theory of the Struggle for Life. SP-28.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-66

Note-35p.; For related documents, see SE 028 658-675; Contains occasional light and broken type

Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Biological Sciences, Curriculum, *Enrichment, *Environment, *Instruction, *Mathematical Applications, Mathematics Education, *Population Growth, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials

Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series is designed to make material for the study of topics of special interest to students readily accessible in classroom quantity. Topics covered include the simplest version of the growth of a single population, a more realistic model of one population, and one species preying on another. (MP)

ED 175 714 SE 028 752

Owens, Jo Ann

Basic Energy Overview.

Mississippi State Univ., State College. Cooperative Extension Service.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-MEEC-35
Pub Date-78
Grant-DOE-EU-78-G-05-5873
Note-16p.; For related documents, see SE 028 747-757; Contains occasional light and broken type
Available from-Mississippi Energy Extension Center, P.O. Box 5406, Mississippi State, MS 39762 (no price quoted)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Conservation (Environment), *Elementary Education, *Energy, *Energy Conservation, Environmental Education, Interdisciplinary Approach, Natural Resources, *Science Education
Identifiers-*Energy Education, Mississippi

This collection of lessons is designed to be presented in a sequence of five class sessions. It is designed for fifth-grade, above-average achievers. Lessons are intended to help students understand the importance of conserving energy. It stresses the role the student will play in the evolving energy situation. A list of free or inexpensive resources and their sources is provided. (RE)

ED 175 842 SP 014 644

Sucec, A. A.

Predicting One Mile and Two Mile Run Performance from Physiological Measures.

Pub Date-79
Note-19p.; Paper presented at the Annual Meeting of the American College of Sports Medicine (Honolulu, Hawaii, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Exercise (Physiology), Measurement Techniques, *Performance Factors, *Predictive Ability (Testing), *Research, *Running, Sampling, Statistical Analysis

Twenty-three male distance runners between the ages of 16 and 23 who had achieved a ten-minute or better two-mile performance were tested to determine physical and physiological characteristics to be used in predictive research regarding running performance. Relative body fat ratio, metabolic data, and oxygen intake capability were among the components isolated by the measurements. Treadmill testing to the point of exhaustion revealed that aerobic rather than anaerobic energy conservation was of significant importance to the athletes' performances. Projections based on the proposed predictive model were concurrent with those arrived at from the physiological research. Tables, charts, and statistical listings of performance objectives are included in the research report. (LH)

ED 175 462 IR 007 635

Kotesky, Arturo A. Mrowicki, Linda G.

System Approach Techniques for Developing Bilingual-Vocational and Vocational English as a Second Language Curriculum at the College Level.

Pub Date-May 79

Note-45p.; Paper presented at the 8th Annual International Bilingual/Bicultural Education Conference of the National Association for Bilingual Education (Seattle, Washington, May 4-9, 1979)

Language-English; Spanish

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Vocational Education, Bilingualism, Community Colleges, *Curriculum Development, *Educational Programs, *English (Second Language), Instructional Design, Instructional Materials, *Models, Spanish Speaking, Supplementary Education, *Systems Approach, Teaching Techniques

This paper describes the instructional components of the Bilingual Access Program (BAP) at Elgin Illinois Community College, a federally funded 5-year project established to supplement regular vocational programs as a means to provide language training to limited English-speaking adults so that they leave with additional employable skills related to the employment opportunities in the nearby and Chicago metropolitan areas. Detailed descriptions are given of BAP's instructional delivery system, instructional materials, instructional design model for developing bilingual access support materials, instructional design model for developing instructional components, techniques for teaching the vocational class in an ESL context, and sequence of milestones within the BAP instructional design process. It is concluded that BAP is a very useful, cost-effective program with self-contained outputs which can be used anytime by an institution using its available human and non-human resources. Appendices include a list of regular vocational programs at the college, a list of instructional topics and objectives, an instructional analysis sheet, a list of Spanish instructional aids, a language skills assessment form, and material for vocabulary study. (Author/CMV)

ED 175 522 JC 790 528

Dennison, John D.

Penitentiary Education in Canada: The Role for Community Colleges.

Pub Date-Mar 79
Note-11p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Role, Community Colleges, *Correctional Education, Correctional Rehabilitation, Corrective Institutions, *Educational Needs, *Junior Colleges, *Prisoners, Relevance (Education), Student Motivation, Teaching Quality, Vocational Rehabilitation
Identifiers-*Canada

Although prison inmates in Canada can choose education as a regular activity during their incarceration, only about 20% of the 9,500 inmates in federal penitentiaries are enrolled in educational programs. This may be due to the variation in the types and quality of programs available; problems of security, transfer policies, variations of protective custody, and rigid daily schedules; and problems of maintaining teaching quality and student motivation. To realize the potential of penitentiary education, a revitalization is necessary, and the community college is the most appropriate institution to become involved. However, certain conditions are recommended: (1) a single college should contract with a particular correctional institution over an extended period; (2) highly skilled, creative teachers with a deep understanding of and interest in prison schools and inmate students should be hired under three-year contracts; (3) colleges should provide academic and vocational assessment, diagnostic and remedial programs, and language and life skills training; (4) colleges should also offer individualized packaged courses, through a variety of media, to inmates who lack access to regular prison education; and (5) colleges should extend their curricula in other dimensions of corrections, such as para-legal studies, law enforcement, and training programs for custodial staff, sheriffs, and probation officers. (AYC)

ED 175 560 PS 010 843

Panetta, Sandra J. Swank, Paul

An Exploration and Analysis of Parental Behaviors Which May Be Related to a Child's Problem Solving Abilities (Phase II Report).

Pub Date-79

Note-23p.; EDEC 601 Practicum: Research Internship in Title I Project; For Phase I Report, see PS 010 842

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Analysis of Variance, Low Income, *Mothers, *Parent Attitudes, *Parent Child Relationship, Parent Influence, *Preschool Children, *Problem Solving, Research Projects, Sex Differences, Spanish Speaking, Speech Communication

Identifiers-*Linguistic Code

This research project was designed to explore, in two phases, the nature of the relationship between parental behavior and children's ability to solve problems. Phase II, which is examined in this paper, deals with two specific questions: (1) Is maternal linguistic code subject to desirable modification and (2) Is the mother's perception of herself as a parent-teacher subject to desirable modification? Subjects were forty 23- and 24-year-old mothers (most of them from low-income families), who were enrolled in the Parents As Teachers Program (PAT), and their 3- to 4-year-old children. About 35% of the children were classified as Hispanic American, 63% as white and 2% as other. Three instruments were used to collect data: Parent As A Teacher (PAAT) Inventory, Parental Overall Linguistic Code (PLC) and the children's Problem Solving Abilities Continuum (PSAC). Among the conclusions: (1) the PAT program, as it existed during the 1978-79 school year, was not able to alter the mother's perception of herself as a parent-teacher when the PAAT Inventory was employed to assess this variable; (2) the children's problem solving abilities, as indicated by mean scores on the PSAC, did improve between pretests and posttests; and (3) the PAT Program can in fact alter maternal linguistic behavior as demonstrated by the significant difference existing between the maternal pretest and posttest mean scores. (Author/MP)

ED 175 615 RC 011 610

Nupoll, Karin, Comp.
La Raza: A Selective Bibliography of Library Resources Addenda.
California State Univ., Northridge. Univ. Libraries.
Pub Date-78
Note-155p.; For related document, see ED 131 980
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Art, Autobiographies, Bilingualism, Biographies, *Cultural Background, Developing Nations, Economic Factors, *Females, Folk Culture, Geography, Health, Housing, Immigrants, Law Enforcement, *Library Collections, Life Style, Literature, Mexican American History, *Mexican Americans, Music, Newspapers, *Periodicals, Philosophy, Politics, *Reference Materials, Religion, Sociocultural Patterns, Socioeconomic Background, Theater Arts
Identifiers-Chicanas, *Chicanos, Mexico

Books, periodicals, recordings, art works, government documents, and bibliographies, dating mostly from 1960, are included in this 1978 addendum to the 1973 edition of ``La Raza: A Selective Bibliography of Library Resources''. Similar in format to the earlier volume, the addendum contains 1,616 non-annotated entries organized into 31 Library of Congress subject areas: Reference Materials, Agricultural Labor, Archeology/Anthropology, Art Forms, Biography/Autobiography, Chicano Lifestyle, Civil Rights, Economic/Labor Conditions, Education, Folklore, Geography, Health, Historical Emergence of the Chicano, Housing, Immigration, Language Study/Bilingualism, Law Enforcement, Literature, Juvenile Literature, Mexico, Media, Music, Recordings, Newspaper/Journal Resources, Political Rights, Religion, Philosophy, Theater Arts, La Chicana, and Third World. The sections for La Chicana and the Third World are new. Within each section entries are listed alphabetically by author and include the California State University-Northridge (CSUN) library call number. Also in each section is a list of Chicano periodical references, based on CSUN holdings, which are rarely indexed in standard sources. Articles from standard journals are not included. An alphabetical author index is included. (SB)

ED 175 635 SE 027 876

Saunders, Kevin And Others

CSMP Mathematics for the First Grade Part I, Teacher's Guide Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Note-642p.; For related documents, see SE 027 875-893; Not available in hard copy due to copyright restrictions; Contains colored charts and activities which may not reproduce well

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-Curriculum Development, *Curriculum Guides, Early Childhood Education, *Elementary School Mathematics, Grade 1, *Instructional Materials, Mathematical Logic, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, *Number Concepts, Primary Education, Set Theory, Textbooks, Worksheets

Identifiers-*Comprehensive School Mathematics Program

This Teacher's Guide for first-grade mathematics is an outgrowth of an extended pilot project conducted nationwide between 1973 and 1976. The manner of presentation and the pedagogical ideas and tools are based on the works of Georges and Frederique Papy. They are recognized as having introduced colored arrow drawings (papygrams'') and models of our numeration system (the Papy minicomputer'') into the teaching of mathematics at the elementary and secondary level in Belgium. The CSMP curriculum follows the spiral approach.'' The guide emphasizes that a topic may provide children with intuitive leaps which might help them acquire successive pieces of information. A list of demonstration manipulative materials available from CSMP is presented as well as individual materials for each student. Other materials not available from CSMP are announced in the text in advance of the lessons for which they are needed. This is part I of a two-part Teacher's Guide. Eighty lessons are included and each is titled, described, and summarized with a list of materials presented. Suggestions for organizing the program on a month-to-month basis for one semester reflects the experiences of the CSMP staff in developing the curriculum. Questions which are frequently asked about CSMP are answered in section two of the text. Worksheets for the students are included. (Author/SA)

ED 175 738 SO 011 593

Pemberton, S. Macpherson
Developments in Technical Education in the British Caribbean, 1940-60.
Office of Education (DHEW), Washington, D.C.
Pub Date-Feb 79
Note-57p.; Not available from EDRS in paper copy due to light and broken print type throughout original document
Pub Type- Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, American History, Apprenticeships, Changing Attitudes, Comparative Education, Developing Nations, *Economic Development, *Economic Factors, Educational Attitudes, *Educational Development, Educational Objectives, Foreign Countries, Higher Education, Industrialization, Secondary Education, Skill Development, *Technical Education, Technical Institutes, Vocational Schools
Identifiers-*British West Indies

The paper discusses developments in technical education in the British West Indies from 1940-1960 emphasizing the relation between education and economic development. The objective is to analyze the economic basis of progress in technical education. The document is presented in four chapters. Chapter I summarizes historical background prior to 1940, noting causes of frustration in efforts to develop technical education such as the economic weakness of the area and a tendency to value classical education more than technical education. Chapter II views growth in the economy and education during World War II, discussing British and American contributions to technical education, effects of wartime economy on industrial growth and unemployment, and the impact of that growth on technical education. Chapter III outlines post-war trends and developments, including the establishment of institutes of technology and technical high schools, the impact of rapid urbanization and industrialization on the need for technical education, its accompanying growth in status, improvement of apprenticeship conditions and training, increased involvement by industrial companies, and mounting demand for skills education. Conclusions in Chapter IV reemphasize the influence of economic factors on education, changing attitudes toward technical education, and efforts made to relate education to the needs of the islanders. Recommendations include offering more trade training, short courses, and scholarships for teacher training, establishing technical education centers in the smaller islands, and developing regional technical education centers. (CK)

ED 175 866 SP 014 824

Cardinet, Jean And Others
Equality of Opportunity Reconsidered: Values in Education for Tomorrow. Educational Research in Europe.
Council of Europe, Strasbourg (France).; United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
Pub Date-79
Note-232p.; Papers presented at the Third European Colloquy for Directors of National Research Institutions in Education (Hamburg, Germany, September 12-14, 1978)
Available from-The Swets North America Inc., P.O. Box 517, Berwyn, PA 19312
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-Access to Education, Community Involvement, Educational Assessment, *Educational Opportunities, Educational Trends, *Equal Education, Evaluation Methods, *Foreign Countries, *Futures (of Society), Research Needs
Identifiers-*Europe

Some attributes of policies for achieving equality of opportunity are discussed together with their rationales. The significance of inequality and the role of education are brought together to rehearse the crux of the issue and indicate why such importance has been attached to the debates and studies of equality of opportunity. Aspects of the theories that support different views are considered and distinctions drawn between equality, equality of opportunity, and equity. Brief reference is made to the research basis for the study of the topic and some scientific and political issues involved in conducting this research. The case for a redistribution of resources to provide for more later learning opportunities is discussed. Both theory and practice show the difficulties of giving the race a fair start. In contrast a number of valuable advantages resulting from continuing efforts to redress imbalances are noted. The reconsideration raises again the question as to whether educational systems create inequalities or may be used to minimize them. (Author)

ED 175 337 HE 011 641

Douglas, Joel M.

Collective Bargaining and Its Impact on Student Personnel Professionals.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education.
Pub Date- 79
Note-12p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Rank (Professional), *Administrative Personnel, *Collective Bargaining, Counseling Services, Faculty Workload, Higher Education, *Power Structure, Professional Occupations, *Professional Recognition, *Student Personnel Workers

The impact of collective bargaining on student personnel professionals (SPPs) is examined in terms of the conditions of employment and implications for the profession. Statistics presented show that SPPs have not been involved in collective bargaining to the extent of other university professionals. Less than one-third of the campuses included SPPs in the teaching unit, apparently due to a perception that SPPs are management with interests not directly related to those of the teaching faculty. Over 90 percent of the teaching faculty units that do include SPPs were at the community college level. The criteria by which inclusion or non-inclusion of SPPs in bargaining units is determined are listed. Issues of SPP concern include bargaining unit fragmentation, the conferring of academic rank, the contractual work week, and student/counselor ratio. With increasing costs and declining enrollments greater pressure will be exerted on SPPs to organize and bargain collectively. It is concluded from the research that the student personnel profession is far from an equitable and secure position in the college and university structure. (PHR)

ED 175 440 IR 007 607

Neches, Robert

Promoting Self-Discovery of Improved Strategies.

Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date-24 Mar 78

Grant-ARPA-F44620-73-C0074; Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Processes, Complexity Level, *Discovery Learning, Learning Theories, *Mathematical Concepts, *Memory, *Problem Solving, *Task Analysis, *Thought Processes

This paper describes an approach to task analysis which seeks to identify potential sources of difficulty in the self-discovery of improved procedures by students who have been taught simpler procedures. The approach considers novices' procedures in terms of the changes needed to produce an expert procedure; the knowledge required to make those changes, and the processing demands of acquiring that knowledge, can then be determined. An analysis of strategy improvement in a relatively simple domain single digit arithmetic is provided as an example. (Author/RAO)

The Egyptian Child in 25 Years: 1954-1978.
United Arab Republic, Cairo (Egypt). Central Agency for Public Mobilisation and Statistics.
Pub Date-Jan 79
Note-115p.
Pub Type- Books (010) - Reports - General (140)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Children, Day Care Services, Early Childhood Education, Elementary Education, Enrollment, *Family Planning, Foreign Countries, Mass Media, *National Demography, *Population Trends, *Primary Health Care, *Social Services
Identifiers-*Egypt

This book gives an overview of children's needs and national plans and programs for children in Egypt for the 25 years between 1954 and 1978. Chapter I compares child populations in different regions of the world. The proportion of children under 15 years of age to total population is very high in developing countries (approximately 40%) as compared with that in developed countries (approximately 25%). Chapter II delineates implications for countries with large youth populations. Reduced population growth and increased social and economic development plans are advocated. Dependency ratios of the number of dependent children under 12 years of age per 100 persons aged 12 - 64 years are given for the last 25 years. Chapter III describes attempts of the government of Egypt to increase the level of health of both mothers and children. Chapter IV describes increases in school enrollment among a growing Egyptian youth population. Chapter V indicates social services provided for Egyptian children. Chapter VI discusses family planning services. The role of the mass media in informing children and informing society at large about children is indicated in Chapter VII. An acute need for a comprehensive national plan for children is recognized. Data related to topics of most chapters are presented in 32 tables and 10 figures. (Author/RH)

ED 175 657 SE 028 629

Bardole, Jay, Ed.

Chemistry in the Two-Year College, Volume XVII, 1976.

American Chemical Society, Easton, Pa. Div. of Chemical Education.
Pub Date-76
Note-99p.; Not available in hard copy due to numerous marginal legibility throughout original document; For related documents, see SE 028 630 and ED 138 467
Pub Type- Collected Works - General (020)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Chemistry, *College Science, Higher Education, Junior Colleges, *Learning Theories, Science Careers, *Science Education, *Scientific Concepts

Included in this publication are 12 papers related to teaching chemistry in a two-year college. The papers are presented in the following topic areas: (1) Learning Theory Applied to Chemistry; (2) Some Special Problems in Chemical Education; and (3) Current Concepts in Chemical Education. (SA)

ED 175 774 SO 011 941

Shaw, Terry
Criterion Referenced Evaluation for the Social Studies.
Pub Date-May 79
Note-31p.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Decision Making Skills, Elementary Education, Interpretive Skills, *Multiple Choice Tests, Problem Solving, *Process Education, *Research Skills, *Social Studies, Student Ability, *Student Evaluation

The test is designed to assess upper elementary students' competency in process skills used in making decisions and solving problems in the social studies. The skills tested are those identified by the American Association for the Advancement of Science, and include observing, classifying, measuring, using numbers, using space and time relationships, communicating, predicting, inferring, manipulating variables, making operational definitions, forming hypotheses, interpreting data, and experimenting. Developed for use with sixth grade students, the test can also be used with seventh and eighth graders. Estimated readability level is 5.8 as measured by the Dale-Chall readability formula. The test is comprised of sixty multiple choice questions. The 51 objectives listed are accompanied by specific test items and the correct answer for each question. The test was used in the author's dissertation (1977) with 350 sixth grade students and was revised again to eliminate or clarify some items. (Author/CK)

ED 175 782 SO 011 960

The Federal Investment in Knowledge of Social Problems. Study Project on Social Research and Development, Volume 1.

National Academy of Sciences - National Research Council, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Contract-NSF-C-310
Note-128p.; For related documents, see ED 155 117 and SE 026 742
Available from-Office of Publications, National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 ($7.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Development, Economics, Federal Aid, *Federal Government, *Financial Support, Futures (of Society), Institutional Research, *Research, *Research Needs, Research Problems, Research Projects, *Social Problems, Social Science Research, Technology

Organization and management of social research and development throughout the federal government are reviewed. The report is intended for use by persons who administer, are affected by, and/or make policy decisions regarding the system of federal support for the production and application of knowledge of social problems. The report is presented in six chapters. Chapter I summarizes the report, with emphasis on expenditure of the two billion dollars per year which the federal government invests to acquire knowledge of social problems and work toward their solution. Information is presented on types of activities, organizational location, audience, and application of knowledge. Chapter II explains the focus of the study. Chapters III and IV describe the system of federal support for research on social problems. Chapter V investigates problems which weaken government efforts toward an effective research-based understanding of social problems. Chapter VI recommends how the system of social knowledge production and application can be improved. Recommendations include systematic planning by federal research administrators, creation of problem-exploring research agencies, involvement of research-based knowledge from outside the government, and periodic evaluation of all work funded by the federal government. (DB)

ED 175 816 SP 014 214

Guthrie, Helen A.

Learner Objectives Identified by Nutrition Educators.

Pub Date-79

Note-9p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Planning, Educational Objectives, *Elementary Education, *Health Education, *Interdisciplinary Approach, *Nutrition Instruction, Social Factors

The development of a nutrition curriculum to be integrated in other subjects in the elementary schools is discussed. The planned curriculum is intended to be developed in such a way that nutrition concepts can be introduced in the context of established subject matter areas such as reading, mathematics, social studies, and health. The concepts introduced initially are to be elaborated and expanded as the child progresses through the school system. A nucleus of educators well versed in educational methodology, curriculum planning and development, and learning theory collaborated with nutrition scientists and nutrition educators to identify the nutrition concepts to be taught. The recommendations issued by this collaborating group are set forth in this report. (JD)

ED 175 888 TM 008 704

Fitz-Gibbon, Carol Taylor Morris, Lynn Lyons

How To Design a Program Evaluation. Program Evaluation Kit, 3.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-164p.; For related documents, see TM 008 703-710
Available from-Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212 ($7.50 ea.; complete set, $49.95 plus $1.50 postage and handling)
Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Analysis of Variance, *Control Groups, Educational Research, *Evaluation Methods, Experimental Groups, Post Testing, *Pretesting, *Program Evaluation, *Research Design, Research Methodology, Research Problems, *Sampling, Time
Identifiers-Randomization, Time Series Analysis

The evaluation design, which prescribes when and from whom to gather data, is described as significant because it can lend credibility to evaluation results. The objectives of this booklet are to aid the evaluator in: choosing a design; putting it into operation; and analyzing and reporting the data. Examples include both formative and summative evaluation designs. Chapter titles are: (1) An Introduction to Evaluation Design; (2) The Elements of Design; (3) Designs an Overview; (4) Three Control Group Designs; (5) Two Time Series Designs; (6) The Before-and-After Design; (7) A More Complex Design: Analysis of Variance (ANOVA); and (8) How to Randomize. Several of the chapters conclude with short bibliographies. (MH)

ED 175 419 IR 007 583

Federico, Pat-Anthony Landis, David B.

Discriminating between Failures and Graduates in a Computer-Managed Course Using Measures of Cognitive Styles, Abilities, and Aptitudes. Interim Report, May 1977-April 1978.

Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NPRDC-TR-79-21
Pub Date-Jun 79
Note-36p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Aptitude, Cognitive Ability, Cognitive Measurement, *Cognitive Style, *Discriminant Analysis, *Electronics, Failure Factors, Military Training, *Predictor Variables, Research Methodology, Success Factors

The objective of this study was to identify those cognitive characteristics that best differentiate the Navy's Basic Electricity and Electronics (BE/E) Preparatory School graduates and failures. Subjects included 207 BE/E students 172 graduates and 35 failures. Before these trainees had commenced BE/E School, they were administered six tests of cognitive styles and six tests of cognitive abilities. Measures of cognitive aptitudes for these students consisted of scores obtained on the Armed Services Vocational Aptitude Battery subtests. Measures obtained were used to perform seven stepwise discriminant analyses to determine which linear combination of measures could optimally differentiate BE/E graduates and failures. The discriminate analyses and their associated statistics indicate that BE/E graduates and failures significantly differ in certain cognitive characteristics. Specifically, graduates tend to have (1) field-independent and/or narrow conceptualizing styles; (2) better verbal comprehension, ideational fluency, general reasoning capacity, and/or inductive abilities; and (3) better quantitative, technical, verbal, and/or general aptitudes. A further analysis of correct classification assuming equal probability of failing and graduating and adjusted probability on a priori basis is also reported. (RAO)

ED 175 504 JC 790 489

Pincus, Fred L.
Tracking and Vocational Education in Community Colleges.
Pub Date-78
Note-55p.; Paper presented at the Convention of the Society for the Study of Social Problems (San Francisco, California, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Blue Collar Occupations, *Educational Benefits, Educational Discrimination, *Employment Opportunities, Employment Potential, Followup Studies, Job Skills, Labor Market, *Postsecondary Education, *Social Mobility, *Socioeconomic Influences, Technical Education, Unemployment, *Vocational Education

A critical analysis of terminal vocational education reveals that its benefits may be modest, at best. Supporters argue that vocational education will reduce unemployment by preparing more students for upwardly-mobile middle-level'' jobs. They further contend that vocational education will reduce the number of four-year college graduates and bring the supply of educated people more into correspondence with labor market demands. Critics argue that the tracking'' of students into working-class jobs limits their opportunities for advancement while raising their expectations. Vocational education benefits businesses and corporations more than students since it reduces the costs of training a labor force. A review of available large-scale empirical follow-up studies of former vocational students reveals that unemployment rates of vocational graduates generally exceed 6% and are comparable to the unemployment rates of four-year college graduates. Incomes of former vocational students are generally lower than the incomes of those who have four or more years of college education. Dropouts from vocational education programs tend to earn more than vocational graduates. While advocates may become more realistic about the promises of vocational education, some lack of interest on the part of prospective students may result. (Author/DR)

ED 175 685 SE 028 673

Scheid, Francis J., Ed.

Supplementary and Enrichment Series: 1Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-66

Note-103p.; For related documents, see SE 028 648-675; Contains occasional light and broken type

Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Curriculum, *Enrichment, *Games, *Instruction, *Mathematical Applications, Mathematics Education, *Puzzles, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials

Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series is designed to make material for the study of topics of special interest to students readily accessible in classroom quantity. Topics covered include the basic rules of sequence arithmetic, elementary strategy, intermediate strategy, and advanced strategy. (MP)

ED 175 715 SE 028 753

McReynold, Mildred

Energy for the Future.

Mississippi State Univ., State College. Cooperative Extension Service.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-MEEC-36
Pub Date-78
Grant-DOE-EU-78-G-05-5873
Note-26p.; For related documents, see SE 028 747-757
Available from-Mississippi Energy Extension Center, P.O. Box 5406, Mississippi State, MS 39762 (no price quoted)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Planning, *Elementary Education, *Energy, *Energy Conservation, Fuel Consumption, Fuels, Interdisciplinary Approach, *Language Arts, Natural Resources, *Reading Skills
Identifiers-*Energy Education, Mississippi

This collection of lessons is designed to be presented to sixth-grade students in a sequence of 10 class days. Using reading and language skills, the lessons are intended to help students become interested in the energy future and to develop personal values. Special attention is given to conservation and development of alternative energy sources. Also provided are supplementary activities and a list of sources of free or inexpensive materials. (Author/RE)

ED 175 843 SP 014 647

Tikunoff, William J. And Others

Interactive Research and Development on Teaching: An Overview of the Strategy.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 79

Contract-NE-C-00-3-0108

Note-74p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Educational Needs, *Educational Research, Experimental Programs, Inservice Teacher Education, Research Coordinating Units, *Research Design, *Research Methodology, Research Utilization, *Teacher Education

Identifiers-*Research and Development Project

Interactive Research and Development on Teaching (IR&DT) is an alternative Research and Development (R&D) strategy that probes the questions, problems, and concerns of classroom teachers in a nonlinear manner. Each of the primary functions of traditional R&D research, development, dissemination, and implementation are performed collaboratively by an IR&DT team composed of teachers, researchers, and trainer/developers, rather than in the standard R&D sequential ordering. This new approach limits the formation of diverse constituencies within the larger research group, and permits smooth implementation of research results into practical use. The collection of papers presented here examines a San Diego-based team's IR&DT and examines the consequences and effectiveness of this innovation. The effect of the strategy on personnel, data collecting, and educational policy makers is discussed. (LH)

ED 175 909 TM 009 505

Jensen, Arthur R, Marisi, Daniel Q.
A Note on the Heritability of Memory Span.
Pub Date- 79
Note-21p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Ability, Environmental Influences, Genetics, Height, *Heredity, Intelligence Factors, Intelligence Tests, *Mathematical Formulas, *Memory, *Nature Nurture Controversy, *Recall (Psychological), Secondary Education, Test Reliability, *Twins, Weight

The contribution of heredity to scores on a digit span intelligence test, Jensen's Memory for Numbers, was estimated with a standard heritability formula. The test measures level I mental ability the capacity to store and recall, but not ability to elaborate or manipulate stimuli. Subjects were 35 monozygotic (MZ) twins and 35 same-sex dizygotic (DZ) twins, ages 11-18 who were raised together. Twin intraclass correlations derived from the analysis of covariance of the test scores were .716 (MZ) and .497 (DZ). The broad heritability was .437 or .52 when corrected for unreliability. Height and weight measurements were also applied to the heritability formula, to compare results of these known traits to a little known trait memory span; heritability values were .958 (height) and .730 (weight), which supported previous research. Analysis of abstract reasoning or level II ability, as measured by Raven's Standard Progressive Matrices Test, resulted in a heritability value of .897. This was a high value for mental test data. The MZ data showed no evidence of a first-order genotype by environment interaction. (Author/CP)

ED 175 358 HE 011 676

Churchman, David A. Hellweg, Susan A.

Measuring Student Needs for University Programs and Selecting Appropriate Curricular Designs.

Pub Date-Jul 79

Note-11p.; Paper presented at the Society for College and University Planning Conference (Kansas City, Missouri, July 1979)

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Role, *Change Strategies, *College Choice, *College Curriculum, College Students, *Curriculum Design, *Educational Change, Enrollment Rate, Higher Education, Institutional Characteristics, Nontraditional Students, Program Planning, Relevance (Education), Retrenchment, *Student Needs, Surveys

Changing student needs and strategies for adapting college or university programs to meet these needs are discussed. Significant changes in the composition of student enrollments during the past 30 years include an increase in the number of veterans, minorities, handicapped, older adults, women, and foreign students. Four possible strategies are suggested for adapting programs to meet student needs. These institutional strategies include: innovation, development, specialization, and diversification. It is suggested that successful change will depend on the institution's ability to identify factors affecting student decisions to attend school, to reshape the institution to achieve these goals, and to publicize information on the suitability of the school for meeting student needs. The importance of survey research in selecting the most appropriate change strategy for an institution is discussed. Examples of types of strategies appropriate for specific schools are cited including both traditional and nontraditional institutions. It is suggested that implementation of one of the four strategies should lead to increased enrollment and an improved educational program. (Author/SF)

ED 175 375 HE 011 734

Canadian Universities. A Statistical Bulletin.

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.

Pub Date-Jun 77
Note-36p.; Not available in paper copy due to small print
Available from-Post-Secondary Education Section, Education, Science, and Culture Division, Statistics Canada, Ottawa, Canada, K1A 0T6
Language-English; French
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bachelors Degrees, College Faculty, College Majors, *College Students, *Degrees (Titles), *Departments, Doctoral Degrees, Enrollment Projections, *Enrollment Rate, *Foreign Countries, Full Time Faculty, Graduate Study, Grants, *Higher Education, Institutional Research, Masters Degrees, National Surveys, Professional Education, Statistical Analysis, Undergraduate Students
Identifiers-*Canada, Distribution

Summary statistics on Canadian universities and colleges are presented in this bulletin. Tables 1 through 4 provide information on enrollment in credit programs. The number of full-time teaching staff by field, median age, and geographic region is given in Table 5. Bachelor and first-professional degrees awarded by program of study and region are given in Table 6. Table 7 provides information on Masters and Doctorate degrees awarded by program of study and geographic region. Table 8 is a summary of sponsored research income by source and by geographic region. Preliminary and projected summary statistics are presented in Table 9 for 1976 through 1980. (SF)

ED 175 395 IR 007 557

New Special Libraries: A Summary of Research.
Special Libraries Association, Chicago, Ill. Illinois Chapter.
Pub Date-79
Note-65p.; Questionnaire may not reproduce well because of light, small type
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Attitudes, *Annotated Bibliographies, Bibliographies, Demography, Economic Factors, Evaluation Methods, *Library Research, Questionnaires, *Special Libraries, Tables (Data)

This report synthesizes results of a special project to study the origins of new special libraries, including influences in their pre-establishment period, and critical factors in the first five years of their lives. A review of prior research, a census of new special libraries in Illinois, group interviews with librarians and managers, and a mail survey provide information on goals, management attitudes, librarian factors, users, and economic factors important to the establishment and success of new special libraries. Appendices include a selected bibliography of books and articles on special libraries for management audiences, a selected/annotated bibliography of articles on new special libraries, an evaluation of the research methods, and the questionnaires used in the study. (Author/JD)

ED 175 441 IR 007 608

Kohr, Richard L.

The Relationship of Homework and Television Viewing to Cognitive and Noncognitive Student Outcomes.

Pub Date-Apr 79
Note-25p.; Paper presented at the Annual Meeting of the National Council for Measurement in Education (San Francisco, California, April 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Behavior, *Cognitive Processes, Family Environment, *Homework, Parent Education, Race Influences, Sex Role, *Television Viewing
Identifiers-Family Size

This paper reports on secondary analyses of data collected in March 1978 by the Pennsylvania Educational Quality Assessment Program, which was designed to examine television viewing and the amount of school assigned homework in relation to student cognitive and noncognitive outcomes. Also examined were television viewing and homework patterns for groups categorized by sex, race, type of community, stability of home residence, parental educational level, size of family, and expectation level; data used were derived from 90,000 students in grades 5, 8, and 11 in 750 schools participating in a statewide assessment. Related studies from the states of Rhode Island and Texas are compared to this study. A student level analysis involving television indicates that there is little evidence of a meaningful relationship with cognitive or noncognitive achievement. In the school level analysis, where inferences refer to characteristics of schools rather than individuals, a strong negative relationship between television viewing and cognitive achievement was indicated. (Author/RAO)

ED 175 485 IR 007 699

Bruchet, Susan Jaques, Comp. Evans, Gwynneth, Comp.

Theses in Canada: A Guide to Sources of Information about Theses Completed or in Preparation.

National Library of Canada, Ottawa (Ontario).

Pub Date-78
Note-32p.
Language-English; French
Pub Type- Reference Materials - Bibliographies (131) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Canadian Literature, *Doctoral Theses, Intellectual Disciplines, *Masters Theses, *Resource Materials
Identifiers-*Canada

This bibliography provides a list of sources for students, scholars, and librarians who want information about theses completed or in preparation at Canadian universities. The sources are presented under three headings: general bibliographies, theses lists by university, and specialized bibliographies. For monographic items, the author, title, and publishing information are recorded; for serial literature, the listing provides the title of the article, the periodical title, and the volume, number, and date. Specific disciplines covered are area studies, Canadian ethnic studies, communications, economics, education, forestry, geography, geology, history, language and literature, law, nursing, philosophy and religion, political science, public administration, psychology, sciences, and sociology and social work. (FM)

ED 175 542 PS 010 818

Aliotti, Nicholas C.

Educational Stimulation, Creativity, Intelligence and School Readiness in Young Children.

Pub Date-Apr 79
Note-20p.; Paper presented at the Annual Convention of the Western Psychological Association (San Diego, California, April 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Enrichment, Creative Ability, Creative Thinking, *Creativity, *Elementary School Students, *Enrichment, Grade 1, *Intelligence, Intelligence Quotient, Language Development, Primary Education, *Readiness, Reading Readiness, *Stimulation

The effects of educational stimulation on creative thinking ability and the relationships among verbal and figural creativity, intelligence, and school readiness were investigated in a sample of 123 first grade children. The educational stimulation consisted of special advanced instruction in physical education, music, art, social studies, and mathematics provided in experimental first grade classrooms by professional staff members concerned with the cognitive stimulation of young children. Control subjects were assigned to traditional, self-contained classrooms. Children and teachers were randomly assigned to either control or experimental classrooms. After five weeks of school, a battery of tests including the Torrance Tests of Creative Thinking, the Metropolitan Readiness Test, the California Test of Mental Maturity, and the Picture Interpretation Test was administered. Educational stimulation resulted in significant differences favoring the experimental group for language, total IQ, and picture interpretation. A varimax rotation of the image analysis solution used to explicate the relationships among figural and verbal creative thinking abilities, language and nonlanguage IQ, and reading readiness resulted in the identification of six factors. The results support other analyses which report independent dimensions for creativity and intelligence domains. In addition, figural and verbal subfactors in the creativity domain emerged. (Author/JMB)

ED 175 757 SO 011 917

Naylor, David T.

Enhancing Global Understanding: A Call for Cooperation.

Cincinnati Univ., Ohio. Center for Law-Related Education.

Pub Date-22 Nov 78

Note-23p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 22-25, 1978)

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cooperation, Curriculum Evaluation, *Educational Needs, Educational Objectives, Educational Problems, Elementary Secondary Education, *Global Approach, Inquiry Training, *Legal Education, *Social Studies, Student Attitudes

Social studies education will improve if educators favoring global education and law-related education replace counterproductive competition with mutual respect and cooperation. As two of the many curricular approaches clamoring for a just share of elementary and secondary school social studies programs, global education and law-related education have much in common. For example, they both are supported by interest groups composed of educators and content experts; they both became frequent course offerings in the wake of the new'' social studies; and they both stress reflective inquiry. Educators will improve social studies education if they use goals, competencies, and approaches common to global education and law-related education as a basis for cooperation in developing curriculum. Specific competencies relevant to both approaches include perceiving individual involvement in a global society, making decisions, making judgments, and exercising influence. A framework centered on concepts such as power, justice, liberty, property, equality, authority, freedom, and responsibility would be equally relevant to law-related education and global education. (DB)

ED 175 523 PS 010 386

Lazar, Irving And Others

Lasting Effects After Preschool. Summary Report.

Education Commission of the States, Denver, Colo.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.; State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.
Report No.-DHEW-OHDS-79-30179
Pub Date-Oct 78
Grant-HEW-90C-1311
Note-74p.; For related documents, see PS 148 471-472, and PS 010 898
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Achievement Rating, Aspiration, Data Analysis, Disadvantaged Youth, Early Childhood Education, Educational Research, Grade Repetition, Intelligence Level, *Intervention, *Longitudinal Studies, *Low Income Groups, *Preschool Programs, *Program Effectiveness, Special Education, Special Programs, Summative Evaluation, Underachievers

The findings of several longitudinal studies of low income children who participated in experimental preschool intervention programs over the past decade and a half are summarized in this report. The data resulting from these studies are organized into four categories: (1) preschool effects on target children's later school performances, including retention in grade, significant changes in achievement and intelligence test scores, and assignment to special education classes in the primary grades; (2) attitudes and values of the children and parents involved in the program related to children's achievement motivation and self-esteem and parents' aspirations for their children; (3) kinds of preschool programs that were most effective in helping the target children avoid placement in special education classes; (4) determinants of special education placements. Data showed that the early education programs studied apparently had lasting effects in the following areas: reduced number of target children assigned to special education classes; reduced number of children retained in grade; higher achievement test scores for children at the fourth grade level; higher IQ scores for target children than controls (in three projects); higher achievement oriented attitudes and values. All programs were found to be about equally effective in helping target children avoid special education placement. (SE)

ED 175 508 RC 011 563

Hull, Ray Hegtvedt, Kathryn

A Model for a Rural School Field Experience.

Pub Date-79
Note-10p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Education Majors, Experiential Learning, *Field Experience Programs, Graduate Students, High School Students, *Inservice Teacher Education, *Models, Practicums, *Preservice Education, Rural Education, *Rural Schools, Secondary Education, Staff Improvement, *Student Teachers, Teacher Education, Teaching Experience, Teaching Methods, Undergraduate Students
Identifiers-Oregon (Condon), University of Oregon

Fifteen University of Oregon undergraduate education majors participated in a successful 3-day program of total immersion in rural community living and teaching in Condon, Oregon. The field experience model had unique elements: (1) the course was offered as an alternative to a required course in teaching strategies and student teachers were required to prepare a full day of instruction not always in their major field of interest; (2) Condon High School faculty housed and fed the undergraduates to help them understand rural life; (3) while supervised student teachers conducted their high school classes, high school faculty attended an inservice program planned and conducted by graduate students in education. Evaluation was both objective and subjective. A semantic differential indicated that student teachers changed their views about rural schools and themselves as teachers after the experience. On questionnnaries the student teachers and high school students rated the program an overwhelming success. Condon faculty favorably assessed the inservice program and student teachers' journals revealed the importance of the experience to preservice education. Student teachers recommended extension of the experience and better planning. Evidence suggested that the model is a viable technique for introducing students to the teaching profession and specifically to the opportunities of rural schools. (SB)

ED 175 616 RC 011 611

Garkovich, Lorraine

Rapid Population Growth and Rural Community Change: A Focus on Land Use Issues.

Kentucky Univ., Lexington. Agricultural Experiment Station.
Pub Date-23 Aug 79
Note-22p.; Paper presented for presentation at the annual meetings of the Rural Sociological Society (Burlington, Vermont, August 23-26, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agriculture, Citizen Participation, *Community Attitudes, Community Development, *Community Planning, Community Services, Industrialization, *Land Use, Local Issues, *Population Growth, *Rural Areas, Urban to Rural Migration, *Zoning
Identifiers-*Impact Studies, Long Term Residents

Land use controls are often a major point of conflict between recent migrants and long-term residents of rapidly growing communities. Such conflict was noted in a case study of a rural community undergoing rapid population growth. The revision of a comprehensive land use plan for the community provided the opportunity to evaluate citizen perceptions of the consequences of growth and their attitudes on land use controls and zoning. Responses of oldtimers and newcomers on these issues were compared. Data was gathered from two sources: a 20% sampling of county residents received a mailed closed-ended questionnaire on citizen's concerns and needs; 50% responded. Additional data was provided by observations of a series of public forums and citizens advisory committee meetings designed to develop goals and objectives for the land use plan. Both newcomers and oldtimers valued the rural qualities of the area, supported management of population growth, and expressed concern about the public costs of growth, especially the ability of the community to provide public services to an exploding population. Although noneducational public services (especially water and sewage disposal) had been seriously strained, it was within the area of educational services that the pressure of numbers was most apparent. Newcomers and oldtimers, however, differed significantly in their views on continued industrial development, urban development of agricultural lands, and the limits on public infringement on private property rights. (Author/DS)

ED 175 658 SE 028 630

Chemistry in the Two-Year College, Volume XVIII, 1977.
American Chemical Society, Easton, Pa. Div. of Chemical Education.

Pub Date-77
Note-98p.; Contains light and broken type which may not reproduce well; For related documents, see SE 028 629 and ED 138 467
Pub Type- Collected Works - General (020)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Chemistry, College Science, Higher Education, Independent Study, *Individual Instruction, Junior Colleges, Safety, Science Education, *Science Instruction, Science Laboratories, *Teaching Procedures
Identifiers-*Course Development

Included in this publication are 16 papers related to teaching chemistry in junior colleges. The papers are presented in the following topic areas: (1) Instructional Systems; (2) Current Concerns in Chemical Education; (3) Learning Problems in Chemistry; and (4) Special Topics to Teaching. (SA)

ED 175 817 SP 014 291

Goedelmann, Patricia Lou

Sex Role Stereotyping in Attitudes of Elementary School Children Toward Participation in Sports Activities.

Pub Date-Dec 74
Note-206p.; Master's Thesis, University of Iowa
Pub Type- Dissertations/Theses (040) - Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Behavior Patterns, *Elementary Education, Physical Activities, *Physical Education, Role Perception, Self Concept, *Sex Role, *Sex Stereotypes, *Student Attitudes, Womens Athletics

Elementary school students were interviewed with the goal of determining characteristics and behavioral patterns they considered appropriate for one sex or the other in participation in sports. Children from kindergarten through the sixth grade were examined and compared by grade, sex, and race in their gender-related attitudes. The instrument used in this study is replicated in this report, and question responses are presented in tabular form. Gender-related attitudes were found across all grade levels. (JD)

ED 175 338 HE 011 642

Saar, Shalom And Others
A Bayesian Approach to the Evaluation of FIPSE Programs: Women's Inner City Educational Resource Service. Final Report.
Massachusetts Univ., Boston. Center for Social and Evaluation Research.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-78
Grant-G007604199
Note-250p.; Not available in paper copy due to marginal legibility of original document; Pages 94-96 are missing; Tabular information may not reproduce well
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bayesian Statistics, *Evaluation Methods, *Federal Programs, Higher Education, Models, Objectives, *Postsecondary Education, *Program Evaluation, Public Education, Statistical Analysis, *Womens Education
Identifiers-Fund for Improvement of Postsecondary Education, *Multiattribute Utilities Theory, *Womens Inner City Educational Resource Service

The Multi-Attribute Utilities Theory (MAUT), a model for the evaluation of public postsecondary programs, is presented and is applied to a study of WINNERS (Women's Inner-City Educational Resources Service) with an analysis of the effects of the model on the program. The first chapter provides an overview of the MAUT approach, outlining 16 steps in the application of the model (such as study the organization and identify program goals). The second chapter describes WINNERS, including history, services provided, organizational structure, client profile, and ethical considerations in information use and dissemination. Chapter 3 examines eight goals that were generated and reports on WINNERS clients who were surveyed about their experience with the program. Extensive tables and charts measure goal attainment. The Bayesian model, which allows for the inclusion of new information in the analysis process, is explored as it is applied to analysis of each of the MAUT goals in chapter 4. The final chapter evaluates the evaluation, including the implications of MAUT and its impact on public programs and their personnel. Appended are an example of a WINNERS newsletter and the goals of the funding agency. (PHR)

ED 175 463 IR 007 636

Abeles, Harold F.
Using an EXPER SIM (Experimental Simulation) Model in Teaching Graduate Research Courses in Music Education.
Pub Date-78
Note-12p.; Computer program may not reproduce
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Aesthetic Education, Graduate Study, Higher Education, Models, *Music Education, Research Methodology, *Research Skills, Research Tools, *Simulation, Student Research
Identifiers-*EXPER SIM System

EXPER SIM is a computer-based experimental simulation system which allows instructors to develop models of experiments in their discipline, as well as providing access to simulation developed by others. These simulations are used to provide students with an integrated research training experience without the problems which often accompany real data collection. Background information and an introduction to simulated research are provided; the student then receives a list of variables available for manipulation and available dependent variables, generates hypotheses based on possible relationships between these variables, and designs an experiment to test them. Output provided by EXPER SIM is analysed using SPSS statistical analysis programs, and students submit reports of their projects. Follow-up studies are designed, with each student submitting several reports during a semester. Initial analysis of student experiences suggests they have a better understanding of the research process than in previous semesters. Current projects at Indiana University-Bloomington involve the development of models for use in two graduate courses in music Experimental Aesthetics and Music as a Reinforcer for Non-Music Behaviors. The model for the aesthetics course is described, and a sample of the input program is attached. (Author/BBM)

ED 175 561 PS 010 845

Emotion as a Means of Dramaturgy. (Summary of Prix Jeunesse Seminar, Munchen, Federal Republic of Germany, June 18-20, 1979).

Spons Agency-Prix Jeunesse Foundation, Munich (Germany).
Pub Date-Jun 79
Note-59p.
Pub Type- Collected Works - Proceedings (021) - Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Affective Behavior, Aggression, *Children, *Childrens Television, Content Analysis, Educational Television, *Emotional Response, Fear, Foreign Countries, Social Behavior, *Television Viewing, Violence
Identifiers-Canada, England, Germany, Japan, United States

This collection of seminar papers is concerned with the presentation of emotions on the screen, the emotional impact of such presentations on young children, and the use of children's televised drama to foster the development of emotional sensitivity. Also considered are differences in the violence depicted on Japanese and American television, and areas in which researchers and producers can cooperate to reach common objectives. Two of the papers present analyses of a children's cartoon serial named ``Heidi'' and the real-life film titled ``Big Henry and the Polka Dot Kid.'' One of the analyses is an interaction analysis of social behavior and the other is a psychological analysis. Other papers present a developmental view of the impact of television on children's emotions; a discussion of the differences between real drama and kitsch; a description of the use of children's television drama in the East German television organization to develop and educate children's emotions; a comparison of pain, aggression, and identification with aggressors and victims on television in Japan and America, accompanied by a discussion of possible reasons for the differing crime trends in the two countries; and an outline of emerging areas for cooperation between educators and television producers. A brief summary of the main points of the group discussions in the seminar is provided, along with a list of the participants and their addresses. (Author/SS)

ED 175 036 SE 027 877

Saunders, Kevin Schweitzer, Janis

CSMP Mathematics for the First Grade Part II, Teacher's Guide Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-592p.; For related documents, see SE 027 875-893; Not available in hard copy due to copyright restrictions; Contains colored charts and activities which may not reproduce well
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-Curriculum Development, *Curriculum Guides, Early Childhood Education, *Elementary School Mathematics, Grade 1, *Instructional Materials, Mathematical Logic, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, *Number Concepts, Primary Education, Set Theory, Textbooks, Workbooks
Identifiers-*Comprehensive School Mathematics Program

This Teacher's Guide for first-grade mathematics is an outgrowth of an extended pilot project conducted nationwide between 1973 and 1976. The manner of presentation and the pedagogical ideas and tools are based on the works of Georges and Frederique Papy. They are recognized as having introduced colored arrow drawings (papygrams'') and models of our numeration system (the Papy minicomputer'') into the teaching of mathematics at the elementary and secondary level in Belgium. The CSMP curriculum follows the spiral approach.'' The guide emphasizes that a topic may provide children with intuitive leaps which might help them acquire successive pieces of information. The Teacher's Guides for first grade are bound in two volumes. This part is the second volume and includes eighty lessons for the second semester. Each lesson is summarized, described, and illustrated. Materials for the student and the teacher are given. Suggestions for organizing the lessons on a month-to-month basis reflect the experiences of the CSMP staff in developing the curriculum. In the appendix, the teacher is provided with information to enable him/her to teach the String Game, a game which is developed and reinforced throughout the CSMP curriculum. Worksheets for the students accompany the guide. (Author/SA)

ED 175 686 SE 028 674

Wolf, Frank L.

Supplementary and Enrichment Series: Order and the Real Numbers a Guided Tour. SP-28.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-68
Note-40p.; For related documents, see SE 028 648-675; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum, Decimal Fractions, *Enrichment, *Instruction, Mathematics Education, *Number Concepts, *Number Systems, *Rational Numbers, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials
Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series is designed to make material for the study of topics of special interest to students readily accessible in classroom quantity. Topics covered include natural numbers, positive integers, sets, well ordering, lower bound, upper bound, rational numbers, repeating decimals, real numbers, complete number systems, and irrational numbers. (MP)

ED 175 716 SE 028 754

Polk, Joyce

Solar Energy - Solution or Pipedream?

Mississippi State Univ., State College. Cooperative Extension Service.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-MEEC-37
Pub Date-78
Grant-DOE-EU-78-G-05-5873
Note-13p.; For related documents, see SE 028 747-757; Contains occasional light and broken type
Available from-Mississippi Energy Extension Center, P.O. Box 5406, Mississippi State, MS 39762 (no price quoted)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Curriculum Planning, *Energy, *Energy Conservation, Environmental Education, *Science Education, *Secondary Education, *Solar Radiation
Identifiers-*Energy Education, Mississippi, *Solar Energy

This series of lessons and class activities is designed for presentation in a sequence of nine class days. The collection is intended to provide the student in advanced science classes with awareness of the possibilities and limitations of solar energy as a potential solution to the energy crisis. Included are discussion of the following: (1) Solar energy variables (weather, geography, and day/night problems); (2) Characteristics of solar heating and cooling; (3) Construction of a solar collection; (4) Electrical production by solar cell; and (5) Characteristics of solar electrical production. (RE)

ED 175 739 SO 011 632

Kolm, Richard And Others

Appreciation of Ethnic Pluralism in Education for Social Work.

Catholic Univ. of America, Washington, D.C. National Catholic School of Social Work.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007602531-OE-S
Note-301p.; Page 205 is missing from original document and therefore not available from ERIC
Pub Type- Information Analyses (070) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Cultural Awareness, Cultural Differences, Cultural Factors, *Cultural Pluralism, Curriculum Development, Ethnic Groups, Ethnicity, Ethnic Relations, Ethnic Status, Higher Education, Minority Groups, *Professional Education, *Relationship, Social Services, Social Welfare, *Social Work, Sociocultural Patterns, Teaching Models
Identifiers-Ethnic Heritage Studies Program Act

This collection of essays was prepared to promote an appreciation of ethnic pluralism as part of the curriculum for professional social work. It is presented in seven chapters. Chapter I reviews the past and present status of the sociocultural factors in American social work and social work education, presents a theoretical framework of ethnicity, and gives a rationale for introducing ethnicity into social work education. Chapters II through VI offer teaching modules which emphasize the importance of ethnic awareness in the following curricular areas: human behavior and the social environment, social work practice, community organization, social welfare policy and research, and social work research. Chapter VII examines the concept of identity as the basis for understanding ethnicity and offers models for potential guidelines in integrating ethnicity into the curriculum. Content of the seven chapters applies to all subgroups in society having unique ethnic characteristics, but most of the examples refer to groups from Eastern and Southern Europe. (Author/AV)

ED 175 775 SO 011 942

Kateb, George

The Moral Distinctiveness of Representative Democracy.

Pub Date-79

Note-33p.; Paper presented at Annual Meeting of the American Political Science Association (Washington, D.C., August 31-September 3, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Citizen Participation, *Conceptual Schemes, *Democracy, *Democratic Values, Government Role, Group Structure, Organizational Development, *Political Attitudes, Political Power, *Political Science, Political Socialization, *Power Structure, Social Attitudes, Theories, Voting

The paper investigates the qualities which distinguish representative democracies from other forms of government, particularly direct democracies, dictatorships, and oligarchies. Representative democracy is based on the precept that political authority should be located in offices which are specified by a popularly ratified or accepted constitution and filled by contested elections. The hypothesis is that democratic values are morally superior to other political values. Representative democracy encourages citizens to adopt distinctive attitudes toward conduct, self-concept, and all authority in society as well as authority in political matters. Specific ways in which these attitudes are exemplified in a representative democracy include exhibiting independence of spirit in matters such as voting, engaging in conscientious dissent, and seeking political office; understanding all interactions which can to any degree be understood as political; and accepting moral indeterminacy. In general, although representative democracy is committed to respecting the boundaries of the individual and the related separation of the individual and society from the state, it encourages a high degree of interaction between the public and non-public sectors. It is concluded that representative democracy is the best way to preserve democratic values in modern societies which have become much too large and complex to sustain direct democratic forms of government. (DB)

Gennari, Patricia A.

The Use of Matching Models as an Instructional Planning and Staff Development Strategy.

Pub Date-Apr 79
Note-42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Behavior Change, *Cognitive Style, *Decision Making, Educational Environment, Educational Planning, Learning Processes, *Student Characteristics, Teacher Behavior, *Teacher Characteristics, *Teacher Role, Teaching Methods

The relationship between teacher training procedures that emphasize matching teacher behaviors with students' cognitive styles is investigated. Also explored is the association between the teacher's initial stage of role acquisition and the selection of decision-making patterns for planning and implementing matching models instruction. The study was conducted over an eight-month period in a junior high school. Throughout this investigation, a number of conclusions concerning the relationship between specific instruction events and subsequent student outcomes were observed. It was found that teachers assumed characteristics of roles that evoked positive responses from students. The data implied that matching models increases teacher flexibility and improves students' outcomes. Matching teacher and student role models is suggested as an effective decision-making strategy for instructional planning. (JD)

ED 175 889 TM 008 705

Morris, Lynn Lyons Fitz-Gibbon, Carol Taylor
How To Present an Evaluation Report. Program Evaluation Kit, 8.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-80p.; For related documents, see TM 008 703-710
Available from-Sage Publications, 275 South Beverly Drive, Beverly Hills, California 90212 ($4.50 ea.; complete set, $49.95, plus $1.50 postage and handling)
Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Audiences, Charts, *Communication (Thought Transfer), Communications, Communication Skills, Evaluation Criteria, Evaluators, Graphs, *Information Dissemination, News Media, *Program Evaluation, *Reports, Role Perception, Tables (Data), *Technical Writing, Test Results, *Visual Aids

Because reporting the results of a program evaluation requires an effective presentation, this booklet contains prescriptions and hints for formal and informal reporting, either written or oral. Chapter 1 discussed the evaluator's role and presentation of formative and summative evaluation reports. Chapter 2 is a detailed and standard outline for an evaluation report. Chapter 3 is a compendium of communication pointers, including advice on choosing what information to present; presenting effective written and oral communications; dealing with difficult audiences; and working with the press. Chapter 4 describes data presentation methods, including use of tables, graphs, and charts. Most chapters end with a brief bibliography. (MH)

ED 175 398 IR 007 558

Chitty, Mary Glen

NTIS: Concept of the Clearinghouse, 1945-1979.

Pub Date-Mar 79
Note-73p., Master's Thesis, University of North Carolina, Chapel Hill
Pub Type- Dissertations/Theses (040) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrative Policy, Bibliographies, Government Publications, Historical Reviews, Indexes (Locaters), *Information Services, *National Programs, Objectives, *Technology
Identifiers-Government Printing Office, *National Technical Information Service, *Scientific and Technical Information

The functions of the National Technical Information Service (NTIS) and its predecessor agencies in serving as a central source for dissemination of federally funded scientific and technical research reports are examined in this paper. The primary emphasis is on identifying questions which need to be asked before any solutions to perceived problems can be found. Changes in the clearinghouse's emphasis and scope are contrasted with consistency of adherence to the original directives, and discrepancies between stated objectives and actual areas of concentration are noted. Administrative policies and constraints are considered in relation to their impact on NTIS and NTIS users, and the relationship between NTIS and the Government Printing Office (GPO) is also discussed. Appendices include more detailed information on collection growth and sales figures, thesauri, NTIS accession numbers, indexes and current awareness services, foreign order prices, product formats and delivery time, and NTIS/GPO collection overlap. A list of libraries with NTIS document collections and a bibliography are included. (Author)

ED 175 420 IR 007 584

Swinehart, James W.

Effects of Information Kits on Teacher Utilization of The Electric Company.

Public Communication Center, Pelham Manor, N.Y.

Spons Agency-Children's Television Workshop, New York, N.Y.

Pub Date-Mar 79

Note-24p.; Appendices removed because they will not reproduce; For related document, see ED 153 654.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Television, Elementary Education, *Elementary School Teachers, Questionnaires, *School Surveys, Teacher Attitudes, *Teaching Guides, *Use Studies

A total of 900 teachers who had previously requested a free information kit on The Electric Company (TEC) received questionnaires to assess the impact of the kit on class utilization of the TEC series. Results (completion rate 30%) indicated that the kit's TEC Handbook was mentioned most often as being helpful in receiving TEC broadcasts. Among users, a majority indicated that the kit reinforced their desire to continue using the series and that they were making better use of the programs. Among non-users, about half had checked on the availability of TEC in their areas, and a similar number had tried to get a TV set for classroom use. In general, attitudes toward the kit were positive among both users and non-users. The data suggest that TEC utilization might be increased by finding ways to provide more TV sets for classroom use and to keep available sets in good repair, arranging better scheduling of the program, directing special efforts to school administrators, developing a means of letting teachers know in advance what programs will be aired on given dates, and providing more information to teachers about the supplementary materials available for use with TEC. (Author/CMV)

ED 175 505 JC 790 492

McDonnold, Thomas A.

The Development, Implementation and Evaluation of a Faculty Development Program at Ventura College, Ventura, California.

Pub Date-79
Note-145p.; Ed. D. Dissertation; Nova University
Pub Type- Reports - Descriptive (141) - Dissertations/Theses (040)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-College Faculty, Community Colleges, Educational Strategies, *Faculty Development, Inservice Teacher Education, *Instructional Design, Instructional Improvement, *Junior Colleges, Needs Assessment, Organizational Development, *Program Development, Program Evaluation, Questionnaires, Teacher Improvement, *Teacher Workshops

A three-phase research project was conducted at Ventura College to design, implement, and evaluate a faculty development program. In the first phase, an eight-member program committee was established to define goals and set objectives for a curriculum for personal, organizational, and instructional development. The committee conducted a faculty needs assessment survey and from the results developed a series of six weekly two-hour workshops. The workshops constituted the second phase of the program and allowed 61 faculty members to participate in small group sessions to discuss teaching strategies, investigate conflict resolution, gain information about student reading levels and motivation, and explore new instructional methods and materials. In the final phase of the project, an evaluation survey of 31 workshop participants was analyzed to determine the success of the project. Those activities relating to instructional development, particularly those presenting new instructional techniques and methods, were evaluated more favorably than those dealing with personal or organizational development. Survey forms and related project materials are appended. (DR)

ED 175 579 PS 010 912

Seegmiller, Bonni R.

Effects of Maternal Employment on Sex-Role Differentiation in Preschoolers.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-79
Grant-NIMH-26039
Note-27p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Mothers, *One Parent Family, *Preschool Children, *Sex Differences, *Sex Role, Siblings, Social Status, *Working Women

The purpose of this study was to determine whether maternal employment affects sex role differentiation in preschoolers, and whether this relationship varies as a function of the sex of the child, father's presence or absence, and/or the sex of the child's siblings. Three hundred ninety-eight children (198 females, 200 males), whose mean age was 51.2 months, were tested. The dependent measure consisted of a maximally reliable composite Z score derived from five tests (Draw-A-Person, Occupational Preference, Nadleman Recall, Toy Preference, It-Scale for Children). The fact of the mother's working and the social status of her occupation were unrelated to sex-role differentiation, regardless of whether (1) the child was a girl or a boy; (2) had brothers, sisters, both, or was an only child; or (3) came from an intact or nonintact family. However, the main effect for sex and the sex of child x sex of sibling interaction were significant. (Author/RH)

ED 175 650 SE 028 647

Gallagher, James Joseph, Ed. Brandenburg, Richard, Ed.

Issues in Science and Mathematics Education: Selected Papers from the Conference Marking the Twentieth Anniversary of Michigan State University's Science and Mathematics Teaching Center.

Michigan State Univ., East Lansing. Science and Mathematics Teaching Center.

Spons Agency-ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Note-122p.; For related document, see SE 024 256

Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($3.85)

Pub Type- Reports - General (140)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Conference Reports, Conferences, Educational Research, Elementary Secondary Education, *Inservice Teacher Education, *Mathematics Education, *Preservice Education, Problem Solving, *Science Education, Scientific Literacy, Teacher Education

Ten papers are presented as a part of the celebration of the twentieth anniversary of the Science and Mathematics Teaching Center at Michigan State University, East Lansing. Titles of the papers are: (1) Science and Mathematics Education: Retrospect and Prospect''; (2) Developing Scientific and Mathematical Literacy Among Elementary and Secondary School Students''; (3) Biology Preparation of Prospective Elementary Teachers''; (4) Problem Solving and Mathematics Education''; (5) An Experimental Teacher Training Program in Mathematics''; (6) New Models for Inservice Education for Teachers: a New Approach to University Service to Schools''; (7) Toward More Meaningful Learning in Science and Mathematics''; (8) Science Education Research for the Next Decade''; (9) Using Calculators in Mathematics Classrooms''; and (10) Future Roles of Universities and Professional Organizations in Improving Science and Mathematics Education.'' (PEB)

Inkeles, Alex, Ed. And Others
Annual Review of Sociology. Volume 5, 1979.
Annual Reviews, Inc., Palo Alto, Calif.
Pub Date-79
Note-415p.; For related documents, see ED 157 838
Available from-Annual Reviews Inc., 4139 El Camino Way, Palo Alto, California 94306 ($17.00 USA, $17.50 elsewhere)
Pub Type- Books (010) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Area Studies, Black Attitudes, Communications, Culture, Family Life, Higher Education, Individual Development, Intellectual Disciplines, Mental Health, Policy, Religious Cultural Groups, Religious Factors, *Social Influences, Social Relations, *Social Science Research, Social Sciences, *Sociology, *Trend Analysis, Urban Studies, World Affairs

Sixteen essays provide a perspective on the range and depth of current research in sociology. Most of the authors are associated with departments of sociology in U.S. colleges and universities. Several authors are from American research centers and business organizations. The essays are presented in nine broad categories: theory and methods, social processes, institutions, political and economic sociology, differentiation and stratification, culture, individual and society, policy, and sociology of world regions. Titles include: Methods for Temporal Analysis, Environmental Sociology, Sociology of Contemporary Religious Movements, Criminal Justice, Comparative Industrial Sociology and the Convergence Hypothesis, Sociology of American Catholics, Reality Construction in Interaction, Sociology of South Africa, and Social Policy and Family. The volume concludes with cumulative indexes of authors and essay titles for each of the five annual reviews published to date. (DB)

ED 175 793 SO 011 961

Westerhoff, John, III McCune, Shirley
To Make a Difference: Teachers Guide National Education Association, Washington, D.C.
Pub Date-76
Note-37p.; Out of print from NEA
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Change Strategies, Cooperative Planning, Educational Objectives, *Futures (of Society), Instructional Materials, Learning Activities, Objectives, Perception, *Planning, *Problem Solving, Relationship, Secondary Education, *Skill Development, *Social Change, Social Problems, Teaching Methods

The resource guide for secondary students and teachers is designed to introduce futures planning concepts for democratic social change and the skills necessary for effective planning. The objective is to help students understand the world realistically, to point out ways each person shares in world problems, and to instill the knowledge that they can make a positive contribution toward a solution. An additional aim is to offer a series of foundational learnings necessary for futures planning and to introduce steps to use in that plan. The teacher's guide outlines objectives for 22 topics, such as issues and causes, change and the power to change, learning how to be creative, creating alternatives, setting priorities and goals, framing objectives, finding strategies, and planning actions. Supportive learning activities are suggested for each topic including group essays, a debate, a mock trial, research, case studies, brainstorming, and evaluation. The student workbook contains activities reinforcing the concepts taught in each topic area. Sample activities include listing social problems and possible personal contributions to them, making deductions from a photograph, choosing one book to have on a desert island, ranking concepts, planning a personal utopia, setting social goals for the world in 2000 AD, listing contributions and hindrances to those goals, and planning specific objectives and actions that might lead to their realization. (CK)

ED 175 818 SP 014 316

Rauschel, Arnette M.

An Exploratory Exposition on the Role of the State Department of Education in the Teacher Center Movement.

Pub Date-Nov 78
Note-9p.; Paper presented at the Annual National Conference of the National Council of States on Inservice Education (3d, San Francisco, California, November 16-18, 1978)
Pub Type- Guides - General (050) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Legislation, *Educational Resources, Financial Support, *Government Role, Information Dissemination, Inservice Teacher Education, Needs Assessment, Program Development, *State Departments of Education, *Teacher Centers

The priorities to be considered in implementing state support for teacher centers are examined. New legislation in some states requires that state boards of education actively support teacher centers. The following areas of activity are suggested as focal points to guide state education departments in complying with legislative mandates: (1) technical assistance to teacher centers; (2) dissemination of information on educational resources; (3) assessment of needs; (4) development of programs and teacher center networks; and (5) validation and evaluation of established programs. (JD)

ED 175 844 SP 014 648

Thrasher, Linda And Others
Intergenerational Activities for Teaching About Aging and the Aged in Health, Physical Education and Social Studies.
Pub Date-Feb 79
Note-8p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Field Trips, Health Education, Lifetime Sports, *Older Adults, *Physical Activities, Secondary Education, *Sensitivity Training, *Social Relations, Stereotypes, *Student Attitudes

It is proposed that the most effective technique for teaching about aging and the aged at the secondary level is through the use of intergenerational activities, providing opportunities for the interaction of young and old. Including older adults in various class activities is suggested. Using these individuals as guest instructors and aides in the classroom is offered as one way to provide intermingling of the generations. Sport activities, health education, and social studies are pointed out as areas of interest to both young and old. (JD)

ED 175 910 TM 009 548

Flanagan, John C.
Project Talent and Related Efforts to Improve Secondary Education.
Phi Delta Kappa, Bloomington, Ind.
Pub Date-77
Note-37p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Career Awareness, *Career Planning, *Educational Improvement, Followup Studies, Guidance Programs, Longitudinal Studies, *National Surveys, *Needs Assessment, Secondary Education, Self Evaluation, Self Help Programs, Student Needs, Student Participation
Identifiers-Project PLAN, *Project TALENT

The Project Talent longitudinal survey of 400,000 students (grades 9-12) identified deficiencies in the nation's schools, particularly in reading comprehension and career planning. The Program for Learning in Accordance with Needs, PLAN, represented one response to Project TALENT findings. PLAN products included a list of educational objectives with accompanying learning guides and test items; materials to assist students in formulating long-term goals, and in taking the responsibility for planning and completing an educational program to achieve these goals; and teacher guides. PLAN focused on mastery of skills such as reading, writing, and arithmetic. A broader program, Planning Career Goals (PGG), focused on life goals. PCG consisted of three parts: (1) a set of instruments for identifying student values, career interests and awareness; and abilities known to discriminate among people in various careers; (2) information on the background, on-the-job activities, and working conditions of people in the most common career fields; and (3) a report form comparing the student with the 12 homogeneous career groups defined by Project TALENT data. Both programs emphasized clear objectives, knowledge of results, and student responsibility. (CP)

Jung, Steven M.

Accreditation and Student Consumer Protection. An Occasional Paper.

Council on Postsecondary Accreditation, Washington, D.C.
Pub Date-79
Note-26p.
Available from-The Council on Postsecondary Accreditation, One Dupont Circle, Washington, DC 20036 ($2.75)
Pub Type- Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Standards, *Accountability, *Accreditation (Institutions), College Students, *Consumer Protection, Educational Quality, Eligibility, Evaluation Methods, Federal Aid, Federal Regulation, Government Role, Higher Education, *Institutional Evaluation, Publicize, State Licensing Boards, Student College Relationship, *Student Rights
Identifiers-Self Evaluation (Institutions)

The role of postsecondary accreditation and its relation to student consumer protection are discussed in this monograph. The importance of this concept is examined in light of increased marketing efforts on the part of higher education institutions. It is emphasized that students are consumers and their rights should be protected. Possible areas of abuse compiled from student complaint analyses and literature include: refund policies, recruiting and admissions practices, advertising, instructional programs and staff, disclosure in written documents, equipment and facilities, job placement services, student orientation practices, housing facilities, keeping of student records, misrepresentation or misuse of accreditation status, and financial stability. The responsibilities of students, state agencies, and federal agencies for protecting student consumer rights are discussed. Efforts to reduce the incidence of student abuse through the use of federal eligibility standards in administering federal student aid assistance programs are examined. It is suggested that the accreditation process can provide assistance in improving student consumer protection provisions. A stronger emphasis on the examination of student rights during institutional self-study, site visits, and continuing self-evaluation and improvement is recommended. (SF)

ED 175 376 HE 011 735

Salaries of Teachers in Degree-Granting Institutions. Part II: Salaries Related to Experience.

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.

Pub Date-Nov 74

Note-36p.; For related document see HE 011 733

Available from-Post-Secondary Education Section, Education, Science, and Culture Division, Statistics Canada, Ottawa, Canada, K1A 0T6 ($0.70)

Language-English; French

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Rank (Professional), *College Faculty, Comparative Analysis, Departments, Females, Foreign Countries, *Full Time Faculty, Higher Education, Income, Males, National Surveys, Professors, *Salary Differentials, Statistical Analysis, Teacher Qualifications, *Teaching Experience, Women Professors

The relationship between full-time faculty salaries at Canadian colleges and universities and faculty qualifications and experience are examined for 1971-1972. Information is presented in six tables for 97 institutions. The first three tables examine the relationship between salaries and the number of years since award of first degree. Table 4 provides numbers of, and median salaries for full-time teachers by years since award of highest earned degree, by sex, and by highest earned degree. Numbers of, and median salaries for full-time teachers by rank, sex, and highest earned degree are shown in Table 5. Table 6 records numbers of, and median and quartile salaries for full-time teachers by sex, highest earned degree, and by field of teaching. In addition, median salaries since 1966-67 are given for comparison for each field of teaching. Methods of calculation, classification of major fields of teaching, and the rounding technique used are explained and salient points highlighted. (SF)

Johnson, Mary Frances K. Hines, Theodore C.
School Media Programs and Networking: A Position Paper.
Pub Date-Jun 77
Note-34p.; For a related document, see ED 168 599
Pub Type- Opinion Papers (120) - Reference Materials - Directories/Catalogs (132) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Consortia, Cooperative Programs, *Library Cooperation, *Library Networks, *School Libraries, *Shared Services, Statewide Planning
Identifiers-Canada

This paper prepared for the Task Force on the Role of School Library Media Programs in Networking reviews the role of networking in such programs, lists the objectives of networking for library consortia, and discusses such topics as the benefits and disadvantages of participation in these organizations, prerequisites and criteria for networking, and barriers to cooperation. An analysis of clienteles to be served is also provided, as well as lists of networking relationships and types of networking activities, and a model of the parameters of library consortia. School library participation in networking activities is described for the states of California, Illinois, Maryland, Massachusetts, New Jersey, New York, North Carolina, Oregon, Pennsylvania, Utah, Washington, and Wisconsin, and the Calgary (Alberta) Public Library. Recommendations directed to the task force and a 34-item bibliography conclude the report. (RAO)

ED 175 486 IR 007 700

Rider, Lillian M.
Training Program for Reference Desk Staff.
McGill Univ., Montreal (Quebec). McLennan Library.
Pub Date-79
Note-17p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Libraries, Check Lists, *Inservice Programs, Librarians, Library Education, *Library Reference Services, *On the Job Training, Staff Orientation
Identifiers-*Canada

This manual outlines the program used by McGill University's McLennan Library to train new staff members in reference desk services. Relying heavily on the principles of learning by example, the training program embodies on-the-spot demonstration techniques which are included in two phases: initial training and further training. One week in duration, the first phase is highly structured to permit a basic introduction to policies, procedures, locations, and people. Upon its completion, the trainee works daily shifts at the desk and telephone, and begins further training which lasts two to three months. Throughout the program, time to browse and digest is scheduled to reinforce the verbal explanations of departmental functions, as well as to emphasize the best use of classic reference tools and services in the system. Most training sessions are conducted by the senior reference librarian and last one hour each. Both phases of the program are detailed step by step in the manual, which also provides sample schedules and a summary checklist of training activities. (FM)

ED 175 543 PS 010 819

Stein, Dorothy And Others

Thinking and Doing: Overcoming Sex-Role Stereotyping in Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-78
Note-177p.; Manual prepared through a grant to the Hawaii Educational Equity Program
Available from-Education Development Center, WEEAP Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160 ($5.50, plus $1.10 shipping)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom - (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Awareness, Class Activities, *Cocurricular Activities, Counselor Training, Developmental Stages, *Instructional Materials, Library Material Selection, *Sex Role, *Sex Stereotypes, *Socialization, Teacher Education, *Teacher Education Curriculum, *Workshops

This manual outlines goals, and provides reading material, problem situations and suggested class activities for use in teacher education workshops concerned with overcoming sex role stereotyping in education. Materials for the first workshop session cover the general topic of sex-role stereotyping and its definition in terms of the traits, preferences and behaviors it implies. The remaining three topic areas for workshops are: students' choice of careers and jobs, students' participation in extra-curricular activities and elective courses, and the teacher's choice and use of curriculum materials. Included in the appendixes is material to be used with or in addition to the workshops. Appendix A is an introduction to the analysis of sex-role-relevant books, films and film strips. Its purpose is to illustrate the use of the criteria outlined in the first workshop for identifying non-sex-biased materials. Appendix B is a selection of responses to some of the classroom activities carried out by teachers participating in workshops conducted with materials in this manual. Appendix C deals with assessing the impact of the workshops and provides instruments for its evaluation. Appendix D deals in more detail with a particular aspect of the development of sex roles of interest to counselors: sex differences in behavioral problems and the development of sexual identity. Appendix E relates specifically to the school librarian's role in the elimination of sex-role stereotyping in education by providing additional information, resources and activities for individual or group use. (Author/SS)

ED 175 687 SE 028 675

Osborne, Marian M.

Supplementary and Enrichment Series: The Mathematics of Trees and Other Graphs. SP-29.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-68

Note-36p.; For related documents, see SE 028 648-674; Contains occasional light and broken type

Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Curriculum, *Enrichment, *Geometric Concepts, *Graphs, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials, *Topology

Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series is designed to make material for the study of topics of special interest to students readily accessible in classroom quantity. Topics covered include planar graphs, chains, and trees. (MP)

ED 175 397 IR 007 559

Kovacic, Mark

The Organization and Function of Gift and Exchange Programs in Eighteen Selected U.S. Academic Libraries.

Spons Agency-Council on Library Resources, Inc., Washington, D.C.
Pub Date-Sep 78
Note-91p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Libraries, *Bibliographies, *Exchange Programs, Historical Reviews, *Library Acquisition, Organization, Policy
Identifiers-*Gift Activities

Over 8,000 miles of travel and over 60 hours of interview time with various library staff members at 18 United States academic libraries were involved in this study of gift and exchange functions, their organization, and accomplishment. The libraries were selected on the basis of having a collection of at least 500,000 volumes and representing a wide geographical distribution. This study focuses on the extent to which material can be acquired through gift and exchange arrangements, describes the relevance of such material to academic research collections, and discusses the advantages and disadvantages of using gifts and exchanges as a means of acquisition. Sections review the historical setting, gift and exchange policies, functions, the organization of gift and exchange work, gift and exchange staffing, specific considerations, and statistical and budgetary considerations. The libraries visited and the people interviewed are listed in an appendix, and an extensive bibliography is provided. (Author/JD)

ED 175 464 IR 007 637

Charters, Alexander N.
Accessibility to Resources for Educators of Adults.
Pub Date-May 77
Note-16p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education, *Educational Resources, Information Dissemination, *Information Needs, *Information Services, Information Sources, Professional Continuing Education, *Resource Materials, Subject Index Terms
Identifiers-*Access to Information, Clearinghouse of Resources for Educators of Adults

A key factor in implementing an individual program for professional development among educators of adults is the availability and accessibility of the resources, about which there are specific issues and concerns. The numerous print and non-print resources, which are available through various organizations, often in different languages, fall into six general areas: social instruments, institutions, publications and other information sources, administrative supports, human expertise, and awards. The task is to provide access for adults sometimes through alternative means, to all of the learning resource opportunities and alternatives so that they may select the most appropriate at the particular time and place. As with all learning, the learner is the key, and accessibility, which includes identification and selection, should be viewed from the point of view of the user. In order to identify resources, it is of prime importance for the individual to define the problem to be resolved through a statement of clear and explicit objectives. Other factors affecting accessibility include physical limitations, psychological and intellectual factors, and the ability of the learner to use the resources. Basic documents developed at the Clearinghouse of Resources for Educators of Adults at Syracuse University provide a guide for accessibility to resources. (CWM)

ED 175 524 PS 010 589

LeCompte, Margaret D. Stewart, Ida Santos

Learning the Ropes: Children's Acquisition of the Student Role.

Pub Date-Apr 79
Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Content Analysis, Early Experience, *Kindergarten Children, Learning Readiness, Nonparametric Statistics, Peer Influence, Primary Education, Question Answer Interviews, *Role Perception, Self Control, Sex Differences, *Socialization, Socioeconomic Status, *Student Attitudes, *Student Role, *Teacher Role

This study examines the manner in which a group of kindergarten children viewed their kindergarten experience, how those views changed over time, and the extent to which those views were affected by background variables and preschool experiences. Eighty-three randomly selected urban kindergarten children were interviewed three times over a 7-month period. Photographs and drawings were used to elicit children's preferences in relatively unstructured interview sessions. Interviews were recorded and content analysis was conducted to extract from the children's words a sense of the ways children viewed the schooling experience. Categories of response were developed and analyzed with non-parametric statistical techniques. Variables such as family income and parents' education were treated as independent variables and replies to interview questions were treated as dependent variables. Among the results, children appeared more able to tell what teachers are to do in school than what they themselves are to do. Change in children's perceptions of student role was toward more disciplined behavior and greater orientation to cognitive activity. Children's views of school, student and teacher roles, impulse control, sex differences, amount of time spent in day care, preschool experience and student role, and impact of peer group are among the topics discussed in conjunction with the findings. (Author/RH)

Fagot, Beverly I.

Play Styles in Early Childhood: Continuity and Change as a Function of Sex.

Pub Date-Jun 79
Note-7p.; Paper presented at the meeting of the International Society for the Study of Behavioural Development (Lund, Sweden, June 25-29, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Patterns, Females, Males, *Peer Influence, *Play, *Preschool Children, Sex Differences, *Sex Stereotypes, Socialization, *Social Reinforcement, *Teacher Influence

The continuity of play styles of preschool children over a 1-year period was observed and related to teacher and peer reinforcement patterns influenced by sex stereotypes. Sixty-seven children, aged 18 months to 58 months, were observed in a natural setting using a behavior checklist consisting of 33 child behavior categories and 15 teacher- and peer-reaction categories. Each child in the study was observed for at least 40 hours, with 12 observations per hour. Data from the upper and lower 25% of the children on each of seven factors (derived from a factor analysis of the 33 behavior scores) were examined for continuity between the first and last 10 weeks of the children's participation in the study. The results indicate that certain play styles show stability for all children, while others change over time. The behaviors which change are those behaviors for which peers or teachers are giving an unusual amount of feedback to one group of children. For example, teachers had an extremely high rate of initiation activity towards passive children. Also, peers successfully exerted pressure to change a child's behavior, as in the case of boys who were initially low on male-preferred or high on female-preferred activities. Peers did not, however, exert negative pressure on girls who were high on the male-preferred activities or low on the female-preferred activities. Such girls show high stability in play style even though their behavior does not fit the traditional stereotypes. On the other hand, teachers gave girls with high activity levels more negative feedback, and these girls show low stability on this factor. Participation in solitary activities appears to be independent of feedback. (Author/SS)

Bellis, Anne And Others

Starting School Age Day Care: What Are the Considerations?

Pub Date-78

Note-22p.; Guide prepared by the Davidson County School Age Day Care Task Force, Nashville, TN

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*After School Day Care, Budgeting, *Community Programs, *Day Care Programs, *Day Care Services, Legal Responsibility, Parent Participation, Personnel Selection, *Program Development

Identifiers-*School Age Day Care

Planning considerations for persons interested in beginning a school age day care program in a community setting such as a church, school, or community center are emphasized in this booklet. The following 15 questions are given brief answers: (1) What is school age day care? (2) Is there a need for school age day care? (3) Who will sponsor the program? (4) Who should be consulted in the different planning stages? (5) To what developmental needs might the program respond? (6) How can parents be involved? (7) What kind of space will be needed? (8) How can the space be utilized? (9) What equipment is necessary to begin? (10) What should the budget include? (11) Do you need preregistration? (12) What are qualities to look for in selecting staff? (13) What is the hiring process? (14) What are the legal aspects of starting and operating a day care program? (15) How much insurance will be needed? A family questionnaire on after school care and an annotated bibliography are included. (Author/RH)

ED 175 599 RC 011 571

Brown, David W.

The Economics of Concern and Compassion: Applications to Rural Justice.

Pub Date-22 Jun 79

Note-21p.; Paper presented and discussed at the National Symposium on Rural Justice (Knoxville, Tennessee, June 22, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cooperation, Correctional Rehabilitation, Corrective Institutions, Costs, Counseling, Decision Making, Delinquent Rehabilitation, *Delinquents, *Economics, Government Role, *Justice, *Problem Solving, *Rehabilitation Programs, *Rural Areas, Social Problems, Values, Youth Problems

The urgent need to correct inequities and shortsighted rural justice practices, i.e., juvenile delinquency problems, makes it crucial that available resources be used wisely and that careful choices be made among the viable alternatives. Twelve basic economic concepts can be helpful in providing a framework or diagnostic perspective that can be utilized by legislators, administrators, advisory board members, advocacy groups, program workers or volunteers, and professional analysts when planning actions and weighing alternatives related to the area of rural justice. The concepts include diminishing added returns, opportunity cost, complementary relationships, input substitution, size economies, locational considerations, comparative advantage, fixed variable costs, direct and indirect effects, the time value of costs and benefits, risk considerations, and efficiency vs. equity and freedom. After applying appropriate concepts, key decisions should be made by: pinpointing the problem or the direction in which to move; diagnosing the reasons why the problem persists or why more progress is not being made; identifying the viable alternatives for aleviating the situation and predicting the likely results of each; and after weighing the alternatives, deciding what to do, using appropriate criteria. The underlying task environment and how it affects ideologies, values, ethics, and concepts of justic must also be considered in the decision making process. (NEC)

ED 175 617 RC 011 612

Killacky, Jim And Others

Along the Yellow-Brick Road: Things Are Fine Down Kansas Way.

Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-23 Aug 79
Grant-G007701752
Note-11p.; Paper presented at the annual meeting of the Rural Sociological Society (Burlington, Vermont, August, 23-26 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Access to Education, Adult Education Programs, *Adult Learning, *Community Education, Community Involvement, *Continuous Learning, Education, Educational Philosophy, *Experimental Colleges, Lay Teachers, Learning, Postsecondary Education, Program Content, Relevance (Education), *Rural Education
Identifiers-Kansas (Manhattan), *University for Man KS

University for Man (UFM) has developed into a major national organization, impacting the worlds of lifelong learning, alternative education, and rural and community resource development. It was founded in 1968 when Manhattan, Kansas, residents secured several hundred dollars from the Kansas State University student government to organize seven courses, led by volunteers, free of grades, credits, and charge, and open to anyone. Based on the assumption that anyone can teach and anyone can learn, regardless of their formal academic qualifications, community projects have required seven developmental steps: (1) identification of interested community members; (2) formation of an advisory board to assist in planning, to avoid duplication of existing community services, to aid with publicity, and to generate funding; (3) a survey to determine participants' interests and needs; (4) publication of program brochures; (5) distribution of the brochures; (6) registration of participants; and (7) presentation of workshops to provide support and guidance for lay teachers. UFM currently offers about 900 courses annually for over 12,000 Manhattan participants and has provided a vehicle to bring together, in a non-threatening atmosphere, people of all persuasions, with a common interest in learning and development. From this common base all kinds of activities can occur on personal, group, community, county, regional, and national levels. For example, in Manhattan a food coop, community gardens, a crisis hotline, a women's center, an evening childcare facility, and all forms of political alliances have grown from courses offered through UFM. Similar developments have occured in other projects around the state of Kansas. Milestones in the growth of UFM have included the 1973 town-hall forums on public policy issues and a 1975 grant to replicate the Manhattan model of community education in 12 rural Kansas communities. (NEC)

ED 175 637 SE 027 878

CSMP Mathematics for the Intermediate Grades Part I, Teacher's Guide
  Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Note-463p.; For related documents, see SE 027 875-893; Not available in
  hard copy due to copyright restrictions; Contains colored charts and
  activities which may not reproduce well
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Curriculum Development, *Curriculum Guides, Division,
  *Elementary School Mathematics, Instructional Materials, Integers,
  *Intermediate Grades, Mathematical Logic, *Mathematics Curriculum,
  *Mathematics Instruction, Multiplication, *Number Concepts, Rational
  Numbers, Textbooks, Workbooks
Identifiers-*Comprehensive School Mathematics Program

This guide represents the final experimental version of an extended pilot project which was conducted in the United States between 1973 and 1976. The manner of presentation and pedagogical ideas and tools are based on the works of Georges and Frederique Papy. They are recognized as having introduced colored arrow drawings (papygrams'') and models of our numeration system (the Papy minicomputer'') into the teaching of mathematics at the elementary and secondary level in Belgium. The CSMP curriculum follows the spiral approach.'' Topics covered in the first half of the text include the minicomputer and arrow pictures, decimal numbers, negative integers, multiplication, an introduction to the rational numbers and division. The second half includes several numerical games. Worksheets for the students accompany the guide. (Author/SA)

ED 175 717 SE 028 755

Williams, LaVora

My Very Own Contract About the Energy Crisis.

Mississippi State Univ., State College. Cooperative Extension Service.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-MEEC-38
Pub Date-78
Grant-DOE-EU-78-G-05-5873
Note-14p.; For related documents, see SE 028 747-757; Contains occasional light and broken type
Available from-Mississippi Energy Extension Center, P.O. Box 5406, Mississippi State, MS 39762 (no price quoted)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Energy, *Energy Conservation, Interdisciplinary Approach, Junior High Schools, *Language Arts, *Science Education, Secondary Education, *Social Studies
Identifiers-*Energy Education, Mississippi

This collection of lessons and class activities is designed for presentation during a sequence of five class days. The lessons are intended to emphasize the need for energy conservation by everyone. Seventh grade students will be taught methods for acquainting others of the nature of the energy situation and methods of making their homes more energy efficient. A list of sources for free or inexpensive materials is provided in addition to the lessons. (RE)

ED 175 740 SO 011 668

Seller, Maxine S.

G. Stanley Hall and Edward Thorndike on the Education of Women: Theory and Policy in the Progressive Era.

Pub Date- 78

Note-17p.; Not available in paper copy from EDRS due to light and broken print type throughout original document

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Attitudes, Educational Change, *Educational History, Educational Psychology, Educational Theories, Females, Higher Education, Males, *Sex Discrimination, Sex Role, *Sex Stereotypes, *United States History, *Womens Education

Identifiers-Hall (G Stanley), *Progressive Era, Thorndike (Edward L)

During the Progressive Era (late 19th and early 20th Centuries), the theories of educational psychologists G. Stanley Hall and Edward L. Thorndike provided a basis for educational policy formation. It is hypothesized that their educational policies led to separate and unequal educational programs for women. Review of their writing indicates that they believed women by nature were unsuited to rigorous intellectual endeavor and should be educated for homemaking, childrearing, or for nurturing and noncompetitive professions. Hall (1844-1924) felt that educational reform could solve the problems of a rising divorce rate, declining birth rate, and the appearance of mannish women and feminized men. He believed that women were mysterious, fragile, and completely dominated by the biological necessities of reproduction. His ideal school would impose a curriculum pointing toward motherhood rather than mental development. Thorndike (1874-1949) advocated the theory of variability, which maintained that the intelligence of men varies five to ten percent more from the mean than that of women. He supported this view with data showing that most famous and influential people of the past had been men. He also viewed men as instinctive aggressors and women as instinctive nurses. Critical attacks on the theories went unheard because the two men were prominent, operated within the widely accepted framework of Social Darwinism and within the mainstream of Progressive educational reform. (Author/KC)

ED 175 778 SO 011 943

Rinehart, Sue Tolleson

The Mischief of Factions: Political Parties in School Textbooks.

Pub Date-79

Note-36p.; Paper prepared for delivery at Annual Meeting of the American Political Science Association (Washington, D.C., August 31-September 3, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Civics, Educational Needs, *History Textbooks, *Political Affiliation, Political Science, Secondary Education, Textbook Bias, *Textbook Content, *Textbook Evaluation

Identifiers-Democratic Party, Republican Party

An analysis of the treatment of political parties in four history and civics textbooks is presented. Three high school and one junior high texts, all currently in use, were examined to identify any mentioning of a political party. Variables included mention of all or both parties, the degree and locus of conflict mentioned, the context in which the party was mentioned, the presentation of issues, mention of the function of parties, treatments of patronage and corruption, and the subjective nature of the presentations. Findings indicated that third parties are generally ignored. Also, although the party function of policy direction was stressed somewhat more than had been anticipated, electoral functions were dominant in the treatments. Mention of excessive patronage and corruption was far less than hypothesized; neither individual parties nor parties generally were portrayed as corrupt or overly indulgent in patronage activities. In analyzing the subjective nature of the texts, it was found that history books are likely to be more negative than positive while the reverse is true for civics books. Finally, the parties' stands on issues and party functions tended to be weakly illustrated. The author concludes that a sophisticated and dynamic conception of political parties is missing from the texts. Further, students do not understand why parties exist and what they actually contribute to the system. (KC)

ED 175 819 SP 014 352

Williams, Eugene
Getting a Head Start in the Teaching Profession.
Pub Date- 79
Note-8p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audiovisual Aids, *Beginning Teachers, *Employment Interviews, Employment Qualifications, Job Application, *Minority Group Teachers, *Portfolios (Background Materials), *Teacher Employment

The compilation of an audiovisual portfolio illustrating teaching skills and competencies is one method by which minority group teachers can gain an advantage in an increasingly restricted job market. There are four media components that should be considered: a student teaching notebook and a slide narrative program highlighting the job applicant's involvement in school and community activities and audio and video cassettes of lessons taught during the student teaching period. The material must be arranged in narrative sequence and should be presented at the most appropriate time during the interview. The inclusion of an audiovisual portfolio in a job application process demonstrates to the prospective employer the applicant's creative and organizational abilities, as well as effectively underscoring actual teaching competencies. (LH)

ED 175 845 SP 014 655

George, Archie A.

Measuring Self, Task, and Impact Concerns: A Manual for the Use of the Teacher Concerns Questionnaire.

Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-79p.
Available from-Research and Development Center for Teacher Education, Education Annex, University of Texas at Austin, Austin, Texas 78712 ($3.50)
Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Educational Research, Goal Orientation, *Needs Assessment, Program Effectiveness, *Questionnaires, Readiness (Mental), *Relevance (Education), Research Tools, Teacher Education, Teacher Education Curriculum, *Teacher Motivation
Identifiers-*Teacher Concerns Questionnaire

This manual describes the background, development, and validation of the Teacher Concerns Questionnaire (TCQ), which was designed to enable researchers and teacher educators to measure the concerns of teachers in three areas self, task, and impact on student learning. These three areas are actually delineations of three psychosocial stages through which a teacher passes as he/she moves from a pre-professional to a seasoned professional educator. Use of the TCQ provides quantitative information regarding assessment of the teacher's progress along this route. Since the complete questionnaire, instructions for use, a profile display sheet and a scoring key, and a computer program to compute TCQ responses are all included, the guidebook also serves as a user's manual. (LH)

ED 175 868 SP 014 845

A Guide to Better Inservice Education in Texas.
Texas Education Agency, Austin.
Pub Date-79
Note-8p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Policy, Guidelines, *Inservice Teacher Education, Learning Activities, Needs Assessment, *Program Administration, *Program Development, *Program Evaluation, *Program Planning, State Standards
Identifiers-*Texas

The purpose of these guidelines is to assist local school districts in Texas to adequately assume the legal responsibility for planning, implementing, and evaluating inservice teacher education programs. (JD)

ED 175 890 TM 008 706

Morris, Lynn Lyons Fitz-Gibbon, Carol Taylor

How to Measure Program Implementation. Program Evaluation Kit, 4.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-140p.; For related documents, see TM 008 703-710
Available from-Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212 ($6.95 ea.; complete set, $49.95, plus $1.50 postage and handling)
Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Data Analysis, *Data Collection, Educational Assessment, *Evaluation Methods, Interviews, *Measurement Techniques, Observation, Program Design, *Program Development, *Program Evaluation, Questionnaires, *Records (Forms), Reports, Sampling, Self Evaluation, Surveys, Test Reliability, Test Validity

Measuring attainment of the program's objectives and describing the program's implementation are listed as two of the evaluator's major responsibilities. The description should include an explanation of the context in which the program was initiated, as well as the component materials and activities. This booklet has three purposes: (1) suggesting program features and activities which may be included in a program implementation report; (2) helping to determine how much effort to spend on describing program implementation; and (3) suggesting instrument designs to produce backup date to assure descriptive accuracy. Chapter 2 provides an outline for the implementation section of an evaluation report. Chapters 3 through 6 describe measurement techniques, including records, observations, and self-reports. Chapter 7 discusses the validity and reliability of the measure. Most chapters end with short bibliographies. (MH)

The Academic Common Market.
Southern Regional Education Board, Atlanta, Ga.
Pub Date-79
Note-206p.
Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, GA 30313 ($1.50)
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Admission Criteria, College Admission, College Majors, Degrees (Titles), Higher Education, Intellectual Disciplines, *Intercollegiate Programs, *Regional Cooperation, Residence Requirements, *Shared Services, *Southern States, State Programs, *Tuition
Identifiers-*Academic Common Market, Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, *Out of State Students, South Carolina, Tennessee, Texas, Virginia, West Virginia

Opportunities available to residents of Southern states through the Academic Common Market are listed in this book. The Market is an interstate agreement among Southern states for sharing uncommon programs. Participating states are able to make arrangements for their residents who qualify for admission to enroll in specific programs in other states on an in-state tuition basis. A directory of the state coordinators for the Common Market is provided. Opportunities available in 1979 to residents of the following states are listed alphabetically by program (i.e., course of study or major): Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, South Carolina, Tennessee, Texas, Virginia, and West Virginia. Course and degree offerings and institutions at which they are given are shown for each state. The second section contains brief descriptions of the programs and addresses for inquiries about admission. A topical index of the programs precedes the notes for reference in finding all programs related to a specific discipline field. The final section lists all Academic Common Market programs alphabetically by state and institution. (PHR)

ED 175 421 IR 007 585

Lau, Chek Chi

Error Correction as an Adaptive Instructional Strategy for Computer-Based Instruction.

Pub Date-Apr 79

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bibliographies, College Students, Computer Assisted Instruction, *Educational Research, *Effective Teaching, *Efficiency, *Instructional Design, Performance Based Education, Research Reviews (Publications)

Identifiers-*Error Correction

Ninety-six male and female college students participated in an experiment designed to examine the feasibility of isolating the critical attributes in a given instructional example as an error correction mechanism for the purpose of improving instructional effectiveness and efficiency. Results indicated that although students with the critical attribute isolation correction method failed to show higher learning in a posttest than students with a conventional error correction method, the former students took less time on the posttest. Results also support research which suggests that error correction is an effective and efficient instructional strategy for computer-based instruction. (CMV)

ED 175 443 IR 007 610

Ivy, S. C. And Others
Statewide Considerations in Illinois 911 System Development. Final Report.
Illinois State Commerce Commission, Springfield.
Spons Agency-Illinois State Law Enforcement Commission, Springfield.
Pub Date-Jun 76
Note-117p.; Appendix B and Figure 2 will not reproduce well because of small type size and some broken type
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00773-2)
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Emergency Programs, Fire Protection, Safety, *Statewide Planning, *Systems Building, *Systems Development, *Telecommunication, Telephone Communications Industry
Identifiers-*911 System

This study conducted by the Stanford Research Institute under the direction of the Illinois Commerce Commission synthesizes plans, programs, and strategies to facilitate the implementation of statewide systems providing citizens with the single emergency telephone number 911, as directed by Illinois House Bill No. 911 PA 79-1092. The current situation in Illinois and national 911 systems development are discussed, as well as local perceptions of the 911 system and local requirements for the system; telephone and public safety situations; financing the 911 system; management of the system, including the most appropriate form for a given locality; the role of the Illinois Commerce Commission in the development, implementation, and evaluation of the 911 system; problem areas that impact on 911 development; and a program for the implementation of 911. (Author/RAO)

ED 175 487 JC 790 058

Combs, Bernard E.

A Study of Student Attitudes at Maricopa Technical Community College, Spring, 1978.

Maricopa Technical Community Coll., Phoenix, Ariz.

Pub Date-78

Note-71p.; Appendices have been deleted due to irreproducibility

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Aspiration, Administrative Policy, Age, Cocurricular Activities, College Majors, Counseling, Educational Counseling, Ethnic Groups, Females, Junior Colleges, *Junior College Students, Males, *Participant Satisfaction, School Registration, School Surveys, *Student Attitudes, *Student Characteristics, Student Financial Aid, Student Needs, Student Personnel Services, Teaching Methods, Technical Education, *Technical Institutes

Identifiers-Student Objectives

To measure student perceptions of the programs and services offered at Maricopa Technical Community College (MTCC), 1323 students were surveyed; 542 responded. Information was solicited on age, sex, ethnicity, first language, veteran status, employment, scheduling preferences, semesters at MTCC, reasons for attendance, educational plans, course load, and college major. Additionally, students were asked to respond to numerous statements regarding the format for instruction, teaching methods, advisement, registration, student services, counseling services, financial aid, administrative policies/procedures, and student involvement. Study highlights include: (1) students came to MTCC to enroll in a specific occupational program, seeking an associate degree or certificate of completion; (2) most students preferred taking courses in the morning; (3) in the category of instruction, students were most satisfied with their interaction with instructors; (4) 33% of the respondents indicated a need for more basic English and math courses; (5) though students were generally pleased with the advisement they had received, over 50% would have preferred a specifically assigned advisor and 40% desired more career advisement; and (6) though students were generally positive about student services, many felt that campus security was inadequate and many lacked time for student activities. The questionnaire is appended. (AYC)

ED 175 506 JC 790 493

Dziech, Billie
The Role of the Humanities in Vocational and Technological Programs.
Pub Date-2 May 79
Note-11p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (59th, Chicago, Illinois, April 29-May 2, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, *Curriculum Development, *Humanities Instruction, *Junior Colleges, Literature Appreciation, Literature Programs, *Relevance (Education), Student Interests, Technical Education, *Vocational Education

Educators in the humanities must begin to seek some common ground with technicians in business and industry, by relinquishing their love affair with abstract ideals and clarifying what their disciplines should and realistically can accomplish for energy managers, businessmen, secretaries, and social workers. To respond to the challenges of new programs and new constituencies, educators must concentrate not only on methods of communication but also upon what is communicated. The sophomore literature course at University College (UC) in Ohio was revised to adapt traditional course content to new programs being developed in response to community needs. It now investigates literary approaches to such topics as: (1) The American Ethnic Experience; (2) Culture and Counter Culture American Life Styles; (3) Divinity: Affirmation or Denial; (4) Utopia: The American Dream of Perfectability; (5) Conformity Nonconformity: The Individual versus Society; and (6) The Paradox of Material Success. Revision of traditional courses is only one way to integrate technical and humanities courses. Other methods that have proven successful at UC include joint programs with local industry representatives; Project Assert, which involves senior citizens in the educational process; and the Playhouse in the Park program, where students earn a portion of their grades by providing the playhouse with needed services. (DR)

ED 175 688 SE 028 676

Schaaf, William L., Ed.
Reprint Series: Structure of Algebra. RS-1.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-66
Note-45p.; For related documents, see SE 028 677-690
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Algebra, Curriculum, *Enrichment, *History, *Instruction, Mathematics Education, *Number Systems, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials
Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series makes available expository articles which appeared in a variety of mathematical periodicals. Topics covered include: (1) axioms in algebra; (2) the foundations of algebra; and (3) noncommutative algebra. (MP)

ED 175 759 SO 011 919

Eyster, Ira, Ed. Cawthon, Judy, Ed.

Children's Books: A Basis for Exploring Citizenship and Law K-3.

Oklahoma Curriculum Improvement Commission, Oklahoma City.; Oklahoma Univ., Norman. Southwest Center for Human Relations Studies.

Spons Agency-Florida State Univ., Tallahassee. Dept. of Sociology.; Oklahoma Bar Foundation, Oklahoma City.; Oklahoma Crime Commission, Oklahoma City.

Pub Date-79

Note-123p.; For a related document, see SO 011 916

Available from-Southwest Center for Human Relations Studies, University of Oklahoma, 555 Constitution, Norman, Oklahoma 73037 ($1.50)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Childrens Books, *Citizenship, Citizenship Responsibility, Civil Liberties, Classroom Techniques, *Concept Teaching, Conflict Resolution, Educational Objectives, Elementary Education, Justice, *Learning Activities, *Legal Education, Lesson Plans, Power Structure, Puppetry, Self Concept, Skill Development, Values

The guide presents lesson plans and a bibliography emphasizing children's books as a tool for exploring citizenship concepts. Aimed at grades K-3, the objective is to suggest children's books and ways to use them in teaching law and citizenship responsibilities as related to five basic topics: equality, power, justice, property, and liberty. The document is divided into two main sections. Section I offers step-by-step lesson plans illustrating ways the books can be used in introducing societal values and good citizenship attitudes. Each topic is treated by listing skills, vocabulary, needed materials, educational objectives, and procedures to be followed. Various kinds of simple self-expression are recommended, including drama, role play, and puppetry. A chapter on making and using puppets is included in this section. Section II is a bibliography, designed as a supplemental reading list of books with law and citizenship-related themes. It is presented in four parts. The first part lists books used in the model lesson plans, noting author, title, and publisher information. The second, third, and fourth parts suggest additional books related to the five basic topics for grades K-3, 4-6, and 7-8. They are arranged according to topic and keyed to the educational objective they best illustrate. Author, title, and publisher information is listed for each book. (CK)

Louca, Mary

Resource Guide: Romanian Americans in Lake County, Indiana: An Ethnic Heritage Curriculum Project.

Purdue Research Foundation, Lafayette, Ind.; Purdue Univ., Lafayette, Ind. Dept. of Education.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date-78

Grant-G007602529

Note-234p.; For related documents, see SO 011 964-965

Available from-Purdue Research Foundation, Purdue University, West Lafayette, Indiana 49707 (For information accompanying audiovisual materials)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Ballads, *Cultural Awareness, Cultural Background, Educational History, *Ethnic Groups, Ethnic Origins, *Ethnic Studies, Higher Education, *Immigrants, *Local History, Poetry, Secondary Education, United States History

Identifiers-Ethnic Heritage Studies Program Act, Indiana

A resource guide suitable for secondary level for teaching about Romanian Americans and their contributions is presented. Following two essays which describe the country of Romania and the story of Romanian Americans in Lake County, Indiana, four sections trace the development of the Romanian community. Section I discusses the history and causes of immigration and life in the New World. Section II depicts the Romanian immigrant's life in the early days. Homes, origins of societies, boardinghouses, the saloon, words and music to Romanian ballads, and Romanian immigrant poetry are presented. Section III discusses organizations and activities of the Romanian American community in Lake County. The churches, weddings, funerals, fraternal, beneficial, and cultural societies, the Romanian language newspapers, World War I, business ventures, education, and language are described. Section IV considers post World War II changes in terms of the arts, and intellectual, professional, and occupational activities. Filmstrip frames with narrative for ``The Story of Romanian Americans in Pictures'' plus Romanian foods and recipes are provided in the appendix. (KC)

ED 175 911 TM 009 550

Thompson, Bruce

Refinement of the Administrator Professional Leadership Scale (APLS-II). Report 74-3.

Pub Date- 74
Note-15p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Evaluation, Evaluation Criteria, Factor Structure, *Leadership Qualities, *Principals, *Rating Scales, Scoring, *Teacher Administrator Relationship, Teacher Attitudes, Test Construction, Test Reliability
Identifiers-*Administrator Professional Leadership Scale

The Administrator Professional Leadership Scale (APLS) was developed to measure the professional leadership quality of a school principal, and to provide principals with anonymous feedback on teachers' perceptions of their leadership. Further refinement was carried out to increase its reliability; to discover categories of administrator behavior considered by teachers when evaluating leadership; and to improve the evaluation of principals according to these dimensions of leadership. Efforts to improve reliability reduced the scale from 24 to 18 items, and increased the number of principals rated. Three factors of effective leadership were indicated by the responses of 1,478 teachers who completed the APLS: (1) instructional leadership; (2) personal warmth; and (3) managerial effectiveness. A refined scoring procedure was implemented to improve the meaningfulness of principal evaluations. Respondents rated three principals (current principal, best ever known, and worst ever known) on a seven-point scale ranging from never to always. (The 24 items from the original APLS, and the 18-item revised APLS are appended). (GDC)

ED 175 660 SE 028 648

Dubisch, Roy, Ed.

Supplementary and Enrichment Series: Functions. SP-1.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-64
Note-47p.; For related documents, see SE 028 649-675; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum, *Enrichment, *Graphs, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Set Theory, Supplementary Reading Materials
Identifiers-*Functions (Mathematics), *School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series is designed to make material for the study of topics of special interest to students readily accessible in classroom quantity. Topics covered include: (1) graphs; (2) constant, linear, and absolute-value functions; (3) composition and inversion; (4) one-to-one functions; and (5) ordered pairs. (MP)

ED 175 869 SP 014 854

Drummond, Robert J.

1978 Follow-Up Study of University of Maine at Orono College of Education Graduates 1975 to 1977.

Pub Date-78
Note-97p.
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Beginning Teachers, *Career Development, *Course Evaluation, Educational Assessment, *Followup Studies, Job Market, Job Satisfaction, Occupational Aspiration, Occupational Mobility, *Program Evaluation, *Teacher Employment
Identifiers-University of Maine Orono

This report on a survey of college of education graduates from the classes of 1975 to 1977 includes the following information: (1) current positions of graduates; (2) most valuable courses taken in college; (3) least valuable courses; (4) suggested changes in college of education program; (5) competencies graduates lacked in their first year of teaching; (6) positions desired by graduates in five years; and (7) positions desired by graduates in 10 years. (JD)

ED 175 358 HE 011 679

Topping, Jim

Evaluation of the IEP Costing Procedures: A Pilot Study by Six Major Research Universities.

National Center for Higher Education Management Systems, Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Contract-400-77-0004
Note-61p.; For related documents see HE 011 680-681
Available from-National Center for Higher Education Management Systems, P.O. Drawer P., Boulder, CO 80302
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Faculty, College Planning, College Students, *Comparative Analysis, Comparative Statistics, Computer Science, *Cost Effectiveness, Data Analysis, *Evaluation Methods, Higher Education, Information Utilization, Institutional Characteristics, *Institutional Research, Management Information Systems, *Research and Development Centers, Resource Allocations, *Universities
Identifiers-*Information Exchange Procedures, Purdue University IN, State University of New York Stony Brook, University of Colorado, University of Illinois, University of Kansas, University of Washington

The Information Exchange Procedures (IEP) cost study project of the National Center for Higher Education Management Systems is described and its applicability to six major research universities (MRU) is assessed in this pilot study. The IEP enables peer institutions to compare information about their resources, activities, and educational outcomes. The technical findings of six universities (University of Colorado, University of Illinois, University of Kansas, Purdue University, State University of New York at Stony Brook, University of Washington) based on their experience in implementing IEP are discussed. Eight steps that each university followed in implementing the costing procedure are described. A discussion of the major findings covers the areas of faculty activity analysis, departmental research and the joint-product problem, MRU accounting procedures, modifications in the full-cost procedures of IEP, discipline and student-program data, and modifications to NCHEMS's costing and data management software. The strengths and weaknesses of IEP for MRUs are analyzed. It is concluded that although the data were not substantively or technically comparable, advances had been made through the pilot study toward achieving technical comparability between institutions. The need for substantive comparability in the IEP is noted and discussed. Potential applications of cost data for each pilot-test institution are described. (SF)

ED 175 377 HE 011 736

Degrees, Diplomas and Certificates Awarded by Universities, 1975.

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.

Pub Date-Nov 77
Note-46p.; Some tables may not reproduce well due to small print
Available from-Post-Secondary Education Section, Education, Science and Culture Division, Statistics Canada, Ottawa, K1A 0T6 ($1.05)
Language-English; French
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bachelors Degrees, *College Students, Comparative Analysis, *Degrees (Titles), Departments, *Enrollment Rate, Females, Foreign Countries, Geographic Distribution, Graduate Students, *Higher Education, Males, Masters Degrees, Trend Analysis, Undergraduate Students
Identifiers-*Canada

Information on degrees, diplomas, and certificates awarded by Canadian universities during the calendar year 1975 is presented in this report. Table 1 provides historical data on bachelor, masters, and doctoral degrees awarded over the last 12 years. Table 2 presents summary data by institution on the various levels of degrees, diplomas, and certificates granted as well as the sex of the recipients. Information on bachelor degrees, masters, and doctoral degrees is presented in Tables 3, 4, and 5 respectively. Table 6 presents information on undergraduate and graduate diplomas and certificates with a breakdown by discipline and selected specialties. Separate figures for provinces and sex of recipients are included in each table. The survey results indicate that there were 88,604 undergraduate degrees, diplomas, or certificates awarded in 1975, which represents a 6.2 percent increase over 1974. An increase of 6.5 percent is noted in the awarding of graduate degrees. The details and significance of these trends are discussed. (SF)

ED 175 544 PS 010 821

Stabile, Carole Cummings

Preschool Education in the Union Territory of Delhi, India.

Pub Date-May 78
Note-81p.; Master's Thesis, Texas Woman's University
Pub Type- Historical Materials (060) - Dissertations/Theses (040)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Early Childhood Education, *Foreign Countries, Preschool Children, *Preschool Education, *Program Descriptions, Program Effectiveness
Identifiers-*India (New Delhi)

This master's thesis gives an overview of education in India from ancient times to the present and presents data from brief visits to seven schools which provide early childhood education in the Union Territory of Delhi. The schools visited were either parochial, public, government corporation, or private schools. Data collection problems (including time limitations and teacher apprehension) are noted. The programs are described, and a brief discussion of the relation of program effectiveness and program goals is given. It is concluded that the emphasis on early childhood education in India is likely to remain strong. Appendix A contains an observation outline used in the Indian preschools. Appendix B lists interview questions. Appendix C presents syllabi, guidelines, or objectives of three of the preschools visited. A brief public school entrance test is reproduced in Appendix D. Appendix E notes that a slide/tape program describing the preschools discussed in the thesis is available. (RH)

ED 175 718 SE 028 756

Williams, LaVora

An Energy Encounter (An Energy Awareness Program).

Mississippi State Univ., State College. Cooperative Extension Service.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-MEEC-39
Pub Date-78
Grant-DOE-EU-78-G-05-5873
Note-29p.; For related documents, see SE 028 747-757
Available from-Mississippi Energy Extension Center, P.O. Box 5406,
 Mississippi State, MS 39762 (no price quoted)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Planning, *Energy, *Energy Conservation,
 Interdisciplinary Approach, Junior High Schools, Nonformal Education,
 *Science Education, *Secondary Education
Identifiers-*Energy Education, Mississippi

This guide presents instructions for five class sessions on the preparation of an energy education program by students to the community. The energy education program is designed around a series of booths or activity centers devised and operated by seventh-grade students and set up within the classroom. A list of sources for free or inexpensive materials is provided. (RE)

ED 175 820 SP 014 396

Bartos, Robert B.

Development, Proficiency and Need of Teacher Competencies.

Pub Date- 79
Note-9p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Inservice Teacher Education, Need Gratification, *Needs Assessment, *Occupational Surveys, Preservice Education, *Program Effectiveness, *Skill Development, *Teachers, *Teaching Skills

The need for and proficiency in 15 competencies as viewed by practicing teachers are examined, along with teacher perceptions of where the competencies were developed. Major elements for which responses were solicited were planning instruction, managing instruction, providing the learning environment, evaluation, and being a professional. Summary responses to the survey are presented in rank order of perceived need and compared to proficiency and source of competency. From the responses it was determined that: (1) little relationship existed between the perceived need and the extent of proficiency for that need; (2) rankings are consistent with other literature dealing with teacher needs; (3) the relationship of needs to proficiency in this study differs from other studies; (4) there is little relationship between perceived need of teachers and instruction at the undergraduate level; (5) proficiency obtained from teacher training institutions is in areas of low-ranked need; and (6) work experience and perceived need show some relationship. Relevance of the findings to undergraduate and inservice education are noted. (MJB)

ED 175 846 SP 014 656

McConnell, Winnie And Others

K.I.D.S. Links with College Educators: A Preservice Approach to More Effective Information Dissemination Through Improved Communication.

Kentucky State Dept. of Education, Frankfort.

Pub Date-12 Dec 78

Note-42p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communication (Thought Transfer), *Communication Skills, Diffusion, Educational Research, *Information Dissemination, Information Networks, Preservice Education, *Research Utilization, *Skill Development, *User Satisfaction (Information)

Identifiers-*Kentucky Information Dissemination System

The flow of information resulting from educational research into the practical lives of professional educators is a slow and tortuous course, but an increased awareness of the role of communications can help to alleviate matters. In 1972 the Kentucky Department of Education addressed itself to the problem and instituted a statewide information dissemination program. The program sought to instill in educators a heightened awareness of newly-developed teaching materials and practices and to build a network of information services to aid in educational decision-making. K.I.D.S., as the Kentucky Information Dissemination System was called, also essayed to facilitate the trial and adoption of promising practices and programs and to create a channel of dialogue between educational problem-solvers and local and state education agencies. This document describes in detail the operation, methodology, objectives, and organizational design of the program and discusses related projects and specific personnel that may become involved in program endeavors. Areas of responsibility are described and delegated. A bibliography is provided. (LH)

ED 175 801 TM 008 707

Fitz-Gibbon, Carol Taylor Morris, Lynn Lyons
How To Calculate Statistics. Program Evaluation Kit, 7.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-142p.; For related documents, see TM 008 703-710
Available from-Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212 ($8.50 ea.; complete set, $49.95, plus $1.50 postage and handling)
Pub Type- Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors-*Calculation, *Computer Programs, *Correlation, Data Analysis, Graphs, Program Evaluation, Scores, *Statistical Analysis, Statistical Data, *Test Interpretation, *Tests of Significance
Identifiers-Central Tendency, Chi Square, *Statistical Package for the Social Sciences

The statistical methods presented in this workbook focus on the display of central tendency, statistical tests, and correlation. Chapters 2, 3, and 4 consist of worksheets, each of which provides step-by-step instructions for calculating and interpreting a particular statistical method. The introduction to each worksheet explains how and when to use each statistical method. Chapter 2 deals with measures of central tendency and variability, and procedures for summarizing a single set of scores. Chapter 3 describes tests of statistical significance, used for comparing the results of two groups. Chapter 4 deals with relationships and correlations. Chapter 5 explains how to prepare data for computer analysis, using the Statistical Package for the Social Sciences (SPSS) as an example. (MH)

ED 175 398 IR 007 560

Lowry, Glenn R.

Proposed Five Year Developmental Plan 1980-1984. Information and Systems Sciences Program, Stockton State College.

Stockton State Coll., Pomona, N.J.

Pub Date-7 Mar 79

Note-16p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Curriculum Development, Faculty Development, *Information Science, Laboratory Equipment, *Program Improvement, Program Proposals, *Systems Analysis

Identifiers-*Information and Systems Sciences Program

Intended to strengthen the Information and Systems Sciences Program of Stockton State College, this 5-year developmental plan for 1980-1984 defines specific goals in three areas: (1) curriculum and faculty, (2) laboratory and equipment, and (3) faculty professional development. Recommendations are designed to bring about a stable faculty and a superior academic program by the fall of 1984. (JD)

ED 175 422 IR 007 586

Shields, Joyce Lee

An Empirical Investigation of the Effect of Heteroscedasticity and Heterogeneity of Variance on the Analysis of Covariance and the Johnson-Neyman Technique.

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Spons Agency-Office of the Deputy Chief of Staff for Personnel (Army), Washington, D.C.
Report No.-ARI-TP-292
Pub Date-Jul 78
Note-49p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Analysis of Covariance, *Comparative Analysis, Doctoral Theses, Goodness of Fit, *Mathematical Models, Simulation, *Statistical Analysis
Identifiers-Homogeneity of Variance, Homoscedasticity of Variance, *Johnson Neyman Technique

The robustness of the Johnson-Neyman technique and analysis of covariance (ANCOVA) to violations of assumptions of homoscedasticity and homogeneity of variance was tested through the use of Monte Carlo computer procedures. The study simulated a one-way, fixed-effects analysis with two treatment groups, one criterion, Y, and one covariate, X. Five fixed values of the covariate were selected with zero mean and unit variance, while the values of Y were varied randomly with a constant regression coefficient of .75. Four combinations of group sizes, five combinations of group variances, and five forms of heteroscedasticity were studied. Results indicated that ANCOVA is robust to violations of assumptions of homoscedasticity and homogeneity of variance, both singly and in combination, when group sizes were equal; For cases of different group sizes and heterogeneous variances, a predictable bias was observed. The Johnson-Neyman technique was sensitive to violation of the assumption of homoscedasticity for both equal and unequal group sizes. (Author)

ED 175 465 IR 007 638

An Annotated Bibliography of UNESCO Publications and Documents Dealing with Space Communication, 1953-1977.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No.-CC-77/WS/38
Pub Date-Oct 77
Note-102p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Communication Satellites, Copyrights, Developing Nations, *Development, Educational Television, International Law, *Mass Media, *Media Technology, Publications, Space Sciences, *Telecommunication

This bibliography provides a consolidated list of papers, reports, articles, and publications produced by Unesco in the field of space communications; it incorporates two previous bibliographies compiled in 1970 and 1973. Listed in alphabetical order by authors' names or titles, citations include extracts from periodicals and publications, isolated Unesco General Conference documents, Executive Board documents and publications, and reports prepared by Unesco experts, which are listed according to country or continent visited. Papers prepared by Unesco for participation in meetings, colloquiums, conferences, and working groups organized by other organizations are classified according to the title of the meeting. Documents prepared for meetings organized by Unesco, also classified according to title of the meeting, include working papers contributed to the meeting by outside bodies; the final report of the meeting is the first document abstracted. Languages in which each item was published are indicated, and a title index with cross references is included. (CWM)

ED 175 525 PS 010 610

Frank, Mary, Ed.

Children in Contemporary Society. IYC Series: Part I. A Changing Society and the Family.

Pittsburgh Association for the Education of Young Children, Pa.

Pub Date-79

Note-28p.

Available from-Children in Contemporary Society, P. O. Box 11173, Pittsburgh, Pennsylvania 15237 ($3.00)

Journal Cit-Children in Contemporary Society; v12 n13 1979

Pub Type- Collected Works - Serials (022) - Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Authors, Church Programs, *Economic Factors, *Family (Sociological Unit), Family Characteristics, Family Environment, Family Health, Family Income, Family Problems, Females, Group Unity, *Legal Responsibility, *Mass Media, *Medical Services, *Religion

This collection of seven abridged symposium papers discusses contemporary social conditions which affect the nuclear family and suggests directions for intervention. The introduction declares that the family remains the single most important unit in civilized society. Its destruction is seen to be the destruction of society as we know it. The papers (1) forecast family-related socioeconomic developments in the 1980s, (2) criticize supervisory functions of legal institutions which interfere with family supervisory functions, (3) advocate nurturant medical support services for young parents, (4) suggests ways to involve families in medical decision making, (5) survey the response of organized religion to issues related to family living, (6) criticize media influences on family attitudes and behavior and media exploitation of children, and (7) probe influences of the traditional family role of women on women's creativity. (The entire symposium was videotaped and is available for rent in segments of two hours each.) (Author/RH)

ED 175 583 PS 010 848

Buckalew, M. W., Ed.
Peace Education: Opening the Classroom Door.
Evansville Univ., Ind. School of Education.
Pub Date-79
Note-51p.
Journal Cit-Opening Education for Children and Youth; v6 n3 Spring 1979
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Class Activities, *Conflict Resolution, *Course Descriptions, Elementary Secondary Education, *Ethnic Studies, Group Activities, *Humanistic Education, *Peace, Preschool Education, Social Studies, World Problems
Identifiers-*Peace Education

This collection of articles on peace education includes course descriptions, examples of student writing, lists of resources and class activities, research on children's and adolescents' thinking about peace, and essays on humanistic education and research trends in peace studies. The various articles are directed at differing age levels, ranging from preschool to adults. Peace Education: The Challenge of our Times'' provides a general description of the teaching goals and activities of an elementary teacher and a high school teacher, and includes samples of student work and student evaluation of the course. Global Education'' describes a preschool and kindergarten curriculum focused on the customs and traditions of foreign countries. Creative Ways to Encourage Group-Building'' describes group activities used in workshops with children aged 7 through 13 to foster cooperation, communication, affirmation, and conflict resolution. Let's Listen To Our Children and Youth'' describes the results of a study of children's and adolescents' thinking about peace. Papers offering a general orientation and opinions are Humanistic Science Education as a Path Toward Non-Violence and Peace,'' The Consortium on Peace Research, Education, and Development'' and selections from an inaugural lecture, The Scope and Dilemmas of Peace Studies,'' delivered at the Peace Studies Institute of the University of Bradford, England. Also included in the collection are a research study on instructional strategies, The Effects of Reinforcement Learning Centers on the Academic Achievement of Fifth Grade Children,'' a position paper, Needed: Effective Education Programs for Parents of Pre-School Children,'' and a list of content papers from selected Peace Education resources. (Author/SS)

ED 175 581 RC 011 270

Beckham, Joe Flood, John

Wilderness School Staff Report: 1978-1979.

Wilderness School, Goshen, Conn.
Pub Date-77
Note-16p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Agency Role, Budgets, Correctional Rehabilitation, *Delinquent Rehabilitation, Delinquents, Followup Studies, *Intergroup Relations, Objectives, Outdoor Education, Program Evaluation, Referral, *Responsibility, *Self Concept, Staff Orientation, State Aid, Student Opinion, Success Factors, Theories, Youth Agencies, *Youth Programs
Identifiers-*Adventure Education, Wilderness Programs, Wilderness School CT

Created in 1974, the Connecticut Wilderness School is a successful program for breaking patterns of failure due to negative self-image and instilling positive values of confidence and responsibility in order to develop constructive attitudes and behaviors in young people aged 15 to 20 who have run into trouble with the law. The wilderness program has 3 components: a 2-day introduction for referral agency staff, a 14-20 day wilderness challenge for students, and a year-long follow-up period during which the referral agency is committed to assist the graduate. Organized around rigorous outdoor activities, the wilderness section consists of increasingly difficult group and individual challenges to improve self-image and create responsible, functioning communities from groups of 8-12 students. Follow-up activities include periodic recontact via newspapers, reunions, parent nights, a telephone help-line, and brush-up courses for graduates. With a $66,000 budget and 47 graduates the first year, the program has grown to a proposed budget for 1976-77 of $89,000, a full-time staff of 3, and supplemental summer help, which would support orientation for 60 referral agency staff members, wilderness experience for 144 students, and follow-up for 300 graduates, at a per student cost of $625/year. (SB)

ED 175 600 RC 011 581

Clay, Daniel C. Price, Michael L.

Structural Disturbances in Rural Communities: Some Repercussions of the Migration Turnaround in Michigan.

Michigan State Univ., East Lansing. Dept. of Sociology.

Spons Agency-Department of Agriculture, Washington, D.C.; Michigan State Univ., East Lansing. Agricultural Experiment Station.

Pub Date-22 Aug 79

Note-35p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Burlington, Vermont, 24-26 August 1979); Contributes to Project #1062 of the Michigan Agricultural Experiment Station

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Development, Community Planning, *Community Relations, *Community Services, *Culture Conflict, Employment Opportunities, Migration Patterns, Population Growth, Population Trends, Problems, *Rural Areas, *Urban to Rural Migration

Identifiers-*Impact Studies, Long Term Residents, *Michigan

The recent, widespread trend toward rural migration can create disturbances in the organization of the host community by overloading community services and by creating conflict between oldtimers and newcomers. To obtain information about community disturbances and migration in Michigan, questionnaires were sent to a random sample of 21,792 households; 13,296 of these (68%) resulted in usable responses. The questionnaires included 55 items which respondents rated as not a problem or as a slight, moderate, or serious problem in their community. Ordinary least squares regression techniques were used to examine the relationship between migration and specific indicators of community disturbance. Findings supported the hypothesis that inmigration has caused structural disturbances in Michigan's small towns and rural communities. Migration was strongly associated with perceived problems concerning education, social welfare programs, crime and public safety, and municipal services. Unexpectedly, the employment outlook was more favorable in high growth than in low growth areas. Rural planners and community leaders should be aware of the potential problems of the migration turnaround in order to benefit from the many positive aspects of community growth. (JH)

ED 175 638 SE 027 879

CSMP Mathematics for the Intermediate Grades Part I, Teacher's Guide. The Languages of Strings and Arrows. Geometry and Measurement. Probability and Statistics. Experimental Version.

Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Note-263p.; For related documents, see SE 027 875-893; Not available in hard copy due to copyright restrictions; Contains colored charts and activities which may not reproduce well
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Development, *Curriculum Guides, *Elementary School Mathematics, Games, Geometry, *Instructional Materials, Intermediate Grades, *Mathematics Curriculum, Mathematics Instruction, Measurement, Probability, Statistics, Textbooks, Workbooks
Identifiers-*Comprehensive School Mathematics Program

This guide represents the final experimental version of an extended pilot project which was conducted in the United States between 1973 and 1976. The manner of presentation and the pedagogical ideas and tools are based on the works of Georges and Frederique Papy. They are recognized as having introduced colored arrow drawings (papygrams'') and models of our numeration system (the Papy minicomputer'') into the teaching of mathematics at the elementary and secondary level in Belgium. The CSMP curriculum follows the spiral approach.'' The series emphasizes that a topic may provide children with intuitive leaps which might help them acquire successive pieces of information. An introduction is given to the Language of Strings and Arrows. In the String Game, students are to deal with divisors of numbers. A chapter on logical thinking deals with precise terms in English used to discuss statements concerning various sets. Composition Games reiterates what the students experienced earlier in CSMP. Geometry and Measurement and Probability and Statistics are other topics within the guide. (Author/SA)

ED 175 661 SE 028 649

Dubisch, Roy, Ed.

Supplementary and Enrichment Series: Circular Functions. SP-2.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-64

Note-55p.; For related documents, see SE 028 648-675; Contains occasional light and broken type

Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Curriculum, *Enrichment, *Graphs, *Instruction, Mathematical Applications, Mathematics Education, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials, *Trigonometry

Identifiers-*Functions (Mathematics), *School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series is designed to make material for the study of topics of special interest to students readily accessible in classroom quantity. Topics covered include periodicity, graphs, angles, vectors, formulas, tables, waves, and applications. (MP)

ED 175 680 SE 028 677

Schaaf, William L., Ed.
Reprint Series: Prime Numbers and Perfect Numbers. RS-2.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-66
Note-44p.; For related documents, see SE 028 676-690
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Algebra, Curriculum, *Enrichment, *Instruction, Mathematics Education, *Number Concepts, *Prime Numbers, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials
Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series makes available expository articles which appeared in a variety of mathematical periodicals. Topics covered include: (1) the prime numbers; (2) mathematical sieves; (3) the factorgram; and (4) perfect numbers. (MP)

ED 175 777 SO 011 944

Superka, Douglas P. Harms, Norris

A Comparative Evaluation of Values-Oriented and Non-Values-Oriented Environmental Education Materials. Final Report.

Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-15 Sep 77
Grant-G007602039
Note-234p.; Tables throughout document and Appendix C may not reproduce clearly in paper copy due to small and broken print type
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Cognitive Objectives, *Comparative Analysis, *Curriculum Evaluation, Educational Objectives, Educational Research, Energy, *Environmental Education, Inquiry Training, Knowledge Level, Science Education, Secondary Education, Student Attitudes, Teacher Attitudes, *Values

The document reports on a study of how different environmental education curriculum units affected secondary students' knowledge of and attitudes toward energy and environmental issues. The sample consisted of 16 secondary science and social studies teachers and 32 classrooms with over 600 students in nine Colorado school districts. Eight teachers used an inquiry approach and the other eight teachers used a values-oriented approach to teach a six week environmental education unit. All teachers used non-environmental education classes as control groups. Pre- and posttests and student and teacher questionnaires examined 16 variables, including general knowledge of environmental and energy issues; belief in the seriousness and importance of environmental and energy problems; feeling an ability to help solve environmental/energy problems; and supporting political, legal, educational, personal, and lifestyle solutions to environmental problems. Findings indicated that both treatments produced statistically significant cognitive gains which compared to control classes and that the values-oriented approach did encourage positive attitudes toward energy vs. environment tradeoffs and lifestyle solutions to energy problems. The conclusion is that there was no difference in students' gains in knowledge and only slight difference in attitudes toward environmental issues as a result of participating in a unit based on a values-oriented or inquiry approach. (DB)

Cross, K. Patricia
Accent on Learning. Improving Instruction and Reshaping the Curriculum.
Pub Date-76
Note-291p.
Available from-Jossey-Bass Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 ($10.95)
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
Document Not Available from EDRS.
Descriptors-Cognitive Style, Curriculum Development, *Educationally Disadvantaged, *Educational Objectives, *Higher Education, Individualized Instruction, Interpersonal Competence, Mastery Learning, *Open Enrollment, Personal Growth

The challenge of structuring college curriculum to meet all of the educational needs of new students to higher education (those who would not be in college except for open admissions policies) is considered in this book. Research studies on teaching, learning, and student development form the basis for improvements in college programs outlined. Different techniques of individualized instruction are described. Programs teaching interpersonal skills are emphasized. A model college program is outlined that allows students to achieve excellence in fields suitable to their individual talents and that accommodates student differences through flexibilities in time, method, and curriculum. (JD)

ED 175 340 HE 011 644

Smith, James P. Welch, Finis

The Overeducated American? A Review Article.

Rand Corp., Santa Monica, Calif.
Spons Agency-National Science Foundation, Washington, D.C. National Science Board.
Report No.-RAND-P-6253
Pub Date-Nov 78
Note-57p.
Available from-The Rand Corporation, Santa Monica, CA 90406 ($5.00)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Blacks, Cohort Analysis, *College Graduates, *College Role, *Economic Factors, *Educational Benefits, Females, *Higher Education, Labor Economics, *Labor Market, Manpower Needs, Social Factors, Success Factors
Identifiers-*Freeman (Richard), Overeducated American (The)

A review is presented of Richard Freeman's ``The Overeducated American,'' a book that proposes that the U.S. has entered an era in which the college degree cannot be assumed to be a safe avenue to economic success. Focus here is on five of the book's seven main conclusions. Freeman's evidence documenting the new depression for college-educated workers is examined and his model of how the college labor market operates and why the market became depressed in the 1970s is critically summarized. The demographic consequences of the baby boom cohort and speculation on why cohort size may matter for employment and wages is discussed; and an alternative to Freeman's explanation is offered. Welch's findings are contrasted with those of Freeman as they project the future economic viability of college for those entering the labor market in the 1970s. The second half of the review concentrates on Freeman's evidence on how the labor market changes impacted on blacks and women. It is concluded that the data do not reveal an overeducated American but rather relate adjustments to larger entering cohorts. Supporting statistics are cited and a bibliography is included. (PHR)

ED 175 378 HE 011 737

University Financial Statistics, 1975-76.
Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.
Pub Date-Oct 77
Note-61p.; Not available in paper copy due to small print
Available from-Post-Secondary Education Section, Education, Science and Culture Division, Statistics Canada, Ottawa, K1A 0T6, Canada ($1.05)
Language-English; French
Pub Type- Numerical/Quantitative Data (110) - Reference Materials - Vocabularies/Classifications (134) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Budgets, Capital Outlay (for Fixed Assets), *Educational Economics, Educational Finance, Enrollment Rate, Expenditure Per Student, *Expenditures, *Financial Support, Foreign Countries, Government Role, Grants, *Higher Education, *Income, Institutional Research, *Operating Expenses, Salaries, State Aid, State Government, Student Costs, Trusts (Financial)
Identifiers-*Canada

Financial statistics of Canadian universities and colleges are presented in this annual report. The report is divided into three sections: historical tables, summary tables, and detail tables. The historical section includes information on Canadian Association of University Business Officer (CAUBO) member institutions and also provides estimates for non-CAUBO institutions. The financial activities (income and expenditures) of all CAUBO institutions since 1971-72 are reflected in the summary tables. The detail tables display sources of income by fund (general purpose, trust and endowment, ancillary enterprises, sponsored research) and expenditures by both fund and function for 1975-76. The Federal-Provincial Fiscal Arrangements Act of 1967 is explained and the impact of federal-provincial transfer payments is discussed. The data indicate that government grants and student fees comprised 86 percent of the total operating income of the institutions. A slight increase in student fees as a source of income is also noted for this period. Sponsored research funds increased 8.9 percent for 1975-76 and capital expenditures increased by 18.7 percent. The provincial funding schemes are explained for each region and a glossary of related terms is provided. (SF)

ED 175 444 IR 007 611

Fitzpatrick, Jody

The Use of Satellite Technology in Education: An Evaluation Perspective.

Pub Date-Apr 79
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979); Table 1 may not reproduce well because of small type size
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication Satellites, Educational Technology, *Program Evaluation, *Technology Transfer, *Telecommunication

This discussion of research and evaluation issues in the application of satellite communications to education highlights the potential uses of this technology for the educator and points out what educational researchers and administrators can learn from past endeavors. The major projects known collectively as the Health/Education Telecommunications Experiments (HET) conducted as a joint venture of NASA and HEW are reviewed, including the Alaska education and health demonstrations, the Appalachian Educational Satellite Project (AESP), the Rocky Mountain Educational Project Satellite Technology Demonstration (STD), the Veteran's Administration experiments, and the Washington-Alaska-Montana-Idaho (WAMI) experiments. The SITE experiment in India is briefly discussed as an example of satellite communications in another country. Conclusions from ATS-6/HET experiments are related to future uses of telecommunications and criteria for evaluating satellite technology in education are offered. (RAO)

ED 175 507 JC 790 496

Bounds, Stuart M.
TNCC Admission and Registration Survey.
Thomas Nelson Community Coll., Hampton, Va.
Pub Date-15 Aug 79
Note-38p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Admission, Community Colleges, Counseling Effectiveness, *Evaluation Criteria, Faculty Advisors, Information Services, *Junior Colleges, Junior College Students, Questionnaires, *School Registration, School Surveys, Student Financial Aid, *Student Opinion, Student Personnel Services, Tuition

A survey of currently enrolled students was administered in spring 1978 to assess student opinion regarding the recently implemented on-line admission and registration procedures at Thomas Nelson Community College (TNCC). Students were asked to rate each service area initial contact, admission, counseling, advising, financial aid, registration, tuition, and purchase of textbooks on a four-point scale ranging from 1.0 (poor) to 4.0 (excellent). Additional personal information on each student was also collected, including data on how, when, and where registration occurred. Results indicated that the survey sample (N 684) was somewhat unrepresentative of the entire student population; particularly underrepresented were part-time and unclassified students. For those students responding (N 436), overall ratings were good in all service areas. Availability of information about the college, the admission procedures, and the bookstore received the highest mean scores (2.95, 2.88, and 2.87, respectively). Faculty advising and the registration process were rated somewhat less favorably, with mean scores of 2.66 and 2.53, respectively. Those items in each of the service areas relating to the helpfulness of the college staff consistently had the highest ratings. Results are displayed in tables and graphs and the survey instrument is appended. (DR)

ED 175 618 RC 011 613

Mileti, Dennis S. And Others

Resident Perceptions in Growth-Impacted Western Agricultural Communities.

Colorado State Univ., Ft. Collins.

Pub Date-23 Aug 79

Note-17p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Burlington, Vermont, August 23-26, 1979); Contributes to Project W-118 of the Colorado State University Experiment Station

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Agriculture, Community Attitudes, *Community Change, Community Leaders, Community Satisfaction, *Community Services, Demography, Differences, *Perception, Questionnaires, Rural Farm Residents, Rural Nonfarm Residents, *Rural Population, *Urban to Rural Migration

Identifiers-Colorado, *Impact Studies, Long Term Residents

A study of community satisfaction in two eastern Colorado towns found that residents' perceptions of their communities were significantly related to demographic and residential/migrational characteristics. Questionnaires were sent to 450 telephone subscribers, selected randomly from the 1977 directories for both communities; 49% were completed and returned. The demographic and residential characteristics obtained were age, education of head-of-household, income, length of residence in the community, place of birth, and residence in or beyond the city limits. Twelve statements, with which the respondents agreed or disagreed, tapped community satisfaction, i.e., sense of community and perceptions of community change, leadership, and services. Statistically significant relationships were determined with Chi-Square and Cramer's V or Phi. Recent in-migrants, people of lower socio-economic status, and out-of-town residents perceived fewer problems with all phases of their community than did longer term residents, people of higher socio-economic status, and in-town residents. Of the three demographic factors, only education was related to perceptions of community leadership and unrelated to perceptions of community services; as education increased, satisfaction with community decreased. (JH)

Fink, L. Dee

Listening to the Learner: An Exploratory Study of Personal Meaning in College Geography Courses. Research Paper No. 184.

Chicago Univ., Ill. Dept. of Geography.
Pub Date-77
Note-186p.
Available from-The University of Chicago, Department of Geography, 5828 S. University Avenue, Chicago, Illinois 60637 ($6.00)
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Data Analysis, Educational Research, *Geography Instruction, Higher Education, Individual Characteristics, Interviews, *Learning, Models, Personal Interests, Relevance (Education), *Student Attitudes, *Student Experience

The study examines the learning and personal experiences of college students in three geography courses. A major objective is to ascertain the personal meaning of the course, as denoted by the way students define the course experience, their learning, and its relation to later experiences. An additional objective is to develop a model for measuring idiosyncratic differences, such as self-image, values, interests, purposes, and experiences. Data were collected from participant-observation of the course, written pre- and posttests, professor interviews, and interviews with present and former students. Student interviews were the only data analyzed. A model was designed to measure psychological, social, and intellectual dimensions of the learning experience prior to, during, and after the course. Variables included subjective characteristics, prior experience, course content, learning gained, and effects on later experience. Conclusions show that the model provided interpretative clues on what the students experienced and its meaning, that there is a wide variation in the perception of each course and its meaning, and that later effects depended on the acquisition of a few basic concepts and problem-solving techniques. The model is recommended for teachers to use in planning and evaluating a course, and communicating with students. Research suggestions include a study of the typologies' general validity and utility, the effects of different teaching activities on personal meaning, and creation of a written questionnaire. Appendices describe the three course materials, the pre- and posttests, and bibliographies. (CK)

ED 175 760 SO 011 920

Niss, James F. And Others

Master Curriculum Guide in Economics for the Nation's Schools. Part II, Strategies for Teaching Economics: Basic Business and Consumer Education (Secondary).

Joint Council on Economic Education, New York, N.Y.

Spons Agency-American Telephone and Telegraph Co., New York, N.Y.; Ford Motor Car Fund, Dearborn, Mich.; General Motors Corp., Detroit, Mich.

Report No.-JCEE-259

Pub Date-79

Note-112p.; For related documents, see SO 011 369, ED 148 648, ED 170 185

Available from-Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 ($5.00 paper cover)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Business, Concept Formation, *Concept Teaching, *Consumer Economics, Consumer Education, Curriculum Development, *Decision Making, *Economic Education, Economic Factors, Economics, Educational Objectives, *Lesson Plans, Relationship, Secondary Education, Teaching Methods, Units of Study

Part of the Master Curriculum Guide Project, the document presents strategies for teaching economic concepts as related to basic business and consumer education in secondary schools. The objective is to provide detailed classroom lessons illustrating ways economic ideas can be taught at differing levels of difficulty. The 18 lessons are concept-based and can be modified for use in existing curriculum. They seek to develop economic literacy from the standpoint of the ways economic concepts are used in the decision-making processes of consumers and business managers, and how these decisions affect individuals as wage earners and citizens. Procedures such as group discussion, case study, comparison, analysis, simulation, systematic decision making, and evaluation are suggested. Sample lessons are entitled: Consumer Marketplace Decisions,'' Competing for the Consumer's Dollar,'' Mass Markets, Advertising, and the Product Cycle,'' Market Simulation-The Big Apple,'' An Evaluation of Income Tax Provisions,'' and Shaping the Budget of a Local Government.'' Title, time required, recommended grade level, major and related concepts, instructional objectives, rationale, materials needed, teaching procedures, evaluation, and student handout sheets are listed for each lesson. A glossary of concepts is appended, covering basic economic concepts, economic systems, problems, microeconomics, macroeconomics, the world economy, economic institutions, and measurement concepts. A bibliography suggesting supplementary materials and sources of information concludes the document. (CK)

ED 175 795 SO 011 964

Louca, Mary, Comp.

Ballads of the Romanian Immigrants. Romanian Americans in Lake County, Indiana: An Ethnic Heritage Curriculum Project.

Purdue Research Foundation, Lafayette, Ind.; Purdue Univ., Lafayette, Ind. Dept. of Education.
Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
Pub Date-77
Grant-G007602529
Note-57p.; For related documents, see SO 011 963-965
Available from-Purdue Research Foundation, Purdue University, West Lafayette, Indiana 49707 (For information on accompanying cassette)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Ballads, *Cultural Awareness, Cultural Background, Ethnic Groups, Ethnic Origins, *Ethnic Studies, Higher Education, *Immigrants, *Local History, *Music Activities, Poetry, Secondary Education, United States History
Identifiers-Ethnic Heritage Studies Program Act, Indiana

Twelve Romanian immigrant ballads with musical scores, Romanian lyrics, and English translations are presented. Following a description of early 20th Century Romanian immigrants in Lake County, Indiana, a pronunciation guide, descriptions of the ballads, and suggestions for classroom use are provided. English titles include Lament from America,'' The Old Ones,'' Behind the Oxen and the Plow,'' Among the Poplars Without a Mate,'' and The Cuckoo Has Flown Away.'' The songs are suitable for classroom listening, sing-a-longs, and for comparison in ethnic studies classes. (KC)

ED 175 912 TM 009 552

Goodman, Marvin Mina, Elias

Toward Objectivity in Diagnosing Learning Disabilities: Refinement of Established Procedures.

North York Board of Education, Willowdale (Ontario).

Pub Date-Aug 77

Note-127p.; Computer printouts of tests norms (Appendix J) are marginally legible

Available from-Psychological and Assessment Services, 64 Ameer Avenue, Toronto, Ontario, M6A 2L3 Canada ($5.00, payable to the North York Board of Education)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cognitive Processes, *Diagnostic Tests, Educational Diagnosis, Elementary Education, *Learning Disabilities, *Norms, *Predictor Variables, Psychoeducational Processes, Psychomotor Skills, Screening Tests, Student Testing, *Test Construction, Test Reliability, Test Validity

Variability in diagnostic procedures and a lack of valid and reliable measures led to the development of a comprehensive battery, which incorporated an operational definition of learning disabilities. The battery consisted of forms for observing these functions: intelligence, academic achievement, gross and fine motor control, visual perception, visual-motor coordination, auditory and verbal functioning, attention, and developmental history. It called for the administration of eleven standardized tests which measure these functions. Outdated norms, frequently for a limited age range, and questionable face validity indicated the need for restandardizing norms. Norms were obtained on 21 widely-used psychological tests from 540 children, ages 6.0 to 11.11, with controls for IQ, socioeconomic status, and sex. The data supported an expected relationship between visual and auditory-verbal cognitive functions, as well as between memory and attention span. Few sex differences were noted on the various subtests. Certain tests did not discriminate adequately at specific age levels because of limited range or wide variability of scores. Socioeconomic level was confirmed as an important variable, particularly when assessing auditory-verbal functions. Factor analysis was employed because of the large number of significant correlations among the tests. Three main factors indicating learning disability emerged: reasoning, auditory sequencing, and sound blending. (Author/CP)

ED 175 399 IR 007 561

Treadway, Cleo

Reclassification: The Tusculum Way.

Tusculum Coll., Greenville, Tenn.
Pub Date-74
Note-21p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bibliographies, *Classification, *College Libraries, Costs, Library Planning, *Projects

Citing economy as the primary reason for the conversion, the library of Tusculum College began to switch its system of classification from Dewey Decimal to Library of Congress (LC) in the summer of 1973. This paper chronicles the first 12 months of that project: decisions concerning the order of reclassification, rearrangement of the collection, policies to be followed, workflow pattern, and acquisition of essential supplies and equipment. Cost statistics for labor, supplies, and equipment are given for the period June 1, 1973-May 31, 1974, during which time 18,752 volumes were reclassed at an average cost of $.95 per volume. A bibliography of sources which helped the college's reclassification effort is included. (Author/JD)

ED 175 488 JC 790 300

Angel, Dan Sharp, Sam

Commission on the Future: Final Recommendations.

Imperial Valley Coll., Calif.

Pub Date-Jan 79

Note-33p.; Not available in paper copy due to marginal reproducibility of original document

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Access to Education, *Administrative Policy, *College Administration, *College Role, Committees, Community Colleges, Educational Finance, *Financial Support, Governance, Governing Boards, *Junior Colleges, *Policy Formation, Retrenchment

A Commission of the Future`` was created at Imperial Valley College (IVC) to reevaluate college mission and function. The 29-member commission, composed of faculty, staff, students, and community members, addressed itself to two main tasks. Task #1 was to review written information and data available from two existing state organizations the Commission on Governmental Reform and the Community College Financing Project. An effort was made to develop policy recommendations based on this information in the four areas of mission and function, finance, governance, and management. In Task #2, the Commission was asked to review philosophy, operational realities and the financial limitations resulting from Proposition 13, and to suggest any changes in mission, activities, or financial structure. Principal recommendations of the Commission included: (1) community colleges must remain open-access; (2) top priority must be given to lower division transfer, occupational, and basic skills programs; (3) financing should be supported through sales taxes student tuition should be considered; (4) academic tenure should be retained with provision for periodic review by a state board; and (5) the strong local policy base which characterizes California community colleges should be retained and enhanced. Meeting agendas and related materials are appended. (DR)

ED 175 545 PS 010 824

Sloan, Sara

From Classroom to Cafeteria: A Nutrition Guide for Teachers and Managers. Revised Edition.

Fulton County Schools, Atlanta, Ga.

Pub Date-Apr 78

Note-153p.

Available from-NUTRA, P.O. Box 13825, Atlanta, Georgia 30324 ($7.50; make checks payable to Sara Sloan)

Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Class Activities, *Curriculum, Elementary Secondary Education, Foods Instruction, Health Education, *Learning Activities, *Lunch Programs, *Nutrition, *Nutrition Instruction, Relevance (Education), *Staff Role

Identifiers-*Recipes

This guide is designed to encourage and stimulate school nutrition managers to cooperate with classroom teachers in an active nutrition education program. The suggestions in the guide have been experienced and tested in the Fulton County Schools of Atlanta, Georgia. Contents of the chapters cover the following: (1) an outline of the roles of classroom teachers, the school nutrition director, and the school nutrition manager in promoting a successful school nutrition program; (2) a list of general suggestions and grade-level activities for learning about nutrition in the classroom and cafeteria; (3) a compilation of classroom-cafeteria learning experiences which have been successfully conducted in the Fulton County Schools; (4) a copy of a letter addressed to classroom teachers from the Director of the School Food Services in the Fulton County Schools which outlines various ``fun learning experiences for correlating classroom projects with nutrition education''; (5) a brief description of the nutritional value of and procedures for growing sprouts; (6) a ``show and tell'' collection of short pieces sent by teachers concerning activities and reactions to activities they conducted on nutrition; (7) a compilation of menus of foreign cuisine; (8) a brief handout on ``sugarholics''; (9) a compilation of newspaper clippings and fliers on classroom projects concerning nutrition which were conducted in the Fulton schools; and (10) a reference list of books, sources of materials and articles, filmstrips and slides on nutrition and health. (Author/SS)

ED 175 062 SE 028 650

Dubisch, Roy, Ed.

Supplementary and Enrichment Series: Functions, Circular Functions. Teachers' Commentary. SP-3.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-64

Note-59p.; For related documents, see SE 028 648-675; Contains occasional light and broken type

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Curriculum, *Curriculum Guides, Enrichment, *Graphs, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Trigonometry

Identifiers-*Functions (Mathematics), *School Mathematics Study Group

This is one in a series of manuals for teachers using SMSG high school supplementary materials. The pamphlet includes commentaries on the sections of the student's booklet, answers to the exercises, and sample test questions. Topics covered include sets, definition and graph of a function, constant, linear and absolute-value functions, composition, inversion, one-to-one functions, ordered pairs, circular motion, graphs of sine and cosine, angles, vectors, addition formulas, tables of circular functions, and waves. (MP)

ED 175 690 SE 028 678

Schaaf, William L., Ed.

Reprint Series: What is Contemporary Mathematics. RS-3.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-66
Note-41p.; For related documents, see SE 028 676-690
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum, *Enrichment, *Instruction, *Logic, *Mathematical Applications, Mathematics Education, *Modern Mathematics, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials
Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series makes available expository *articles which appeared in a variety of mathematical periodicals.* Topics covered include: (1) the nature of mathematics; (2) mathematical inutility and the advance of science; and (3) logic. (MP)

ED 175 719 SE 028 757

Hudson, Paula

Students' Sympathetic Participation in the Energy Crisis.

Mississippi State Univ., State College. Cooperative Extension Service.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-MEEC-40
Pub Date-78
Grant-DOE-EU-78-G-05-5873
Note-22p.; For related documents, see SE 028 747-757
Available from-Mississippi Energy Extension Center, P.O. Box 5406, Mississippi State, MS 39762 (no price quoted)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Planning, *Energy, *Energy Conservation, *English, Junior High Schools, *Language Arts, Natural Resources, *Secondary Education
Identifiers-*Energy Education, Mississippi

This collection of lessons involves a sequence of 10 class sessions to give above average seventh-grade students an opportunity to use verbal, research, and creative skills in discussing the energy situation as it applies to their lives. The practice of English skills is emphasized in the lessons. A list of sources of free or inexpensive materials is provided. (RE)

Freeman, William H.

An Analysis of Elite Decathlon Performances.

Pub Date-Mar 79
Note-13p.; Paper presented at Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, Louisiana, March 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Athletics, *Comparative Analysis, Complexity Level, Correlation, Motor Development, *Performance, Physical Activities, *Scores, *Skill Development, Statistical Analysis
Identifiers-Decathlon

This analysis involved the ten events of the men's decathlon in all performances which scored 8,000 points or higher, based on the 1962 Scoring Tables of the International Amateur Athletic Federation. It attempted to (1) determine the interrelationships among the events and the final scores, (2) look for areas of difference compared to sub-8,000 point performers, and (3) decide whether the performance levels can be predicted on the basis of significantly fewer events. Compared to earlier performances, the results were more balanced in relation to the scoring tables, and the correlations among and between the events and the final scores were generally lower than in previous studies. In addition, it seems that elite-level athletes turn in a more balanced performance in their non-specialty events than do lesser competitors, and that in training the higher-level decathlete, early attention towards developing all ten events equally towards an optimal skill level should be encouraged. It also appears that the use of predictive formulae are of little value when considering elite-level competition. (Author/LH)

Kells, H. R. Parrish, Richard M.

Multiple Accreditation Relationships of Postsecondary Institutions in the United States. COPA Technical Report No. 1.

Council on Postsecondary Accreditation, Washington, D.C.
Spons Agency-Rutgers, The State Univ., New Brunswick, N.J.
Pub Date-Jun 79
Note-63p.; Several tables may not reproduce well due to marginal legibility of original document; A summary presentation of part of the data was made at the COPA Winter Conference (Charleston, South Carolina, January 31, 1979)
Available from-Council on Postsecondary Accreditation, One Dupont Circle N.W., Suite 206, Washington, D.C. 20036 ($3.00)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Accreditation (Institutions), *Agency Role, Comparative Analysis, Degrees (Titles), *Evaluation Methods, Geographic Regions, Higher Education, *Institutional Characteristics, *Institutional Evaluation, *Interagency Coordination, Professional Education, School Size, Statistical Analysis
Identifiers-*Accrediting Agencies

Accreditation relationships of postsecondary institutions in the United States are described in this study conducted by the Council on Postsecondary Accreditation (COPA). All regionally accredited institutions in four of the established regions (Middle States, New England, Western, Northern) and a sample of states from two of the regions (North Central, Southern) were included in the data. Accrediting relationships of institutions that are not regionally accredited, accrediting relationships of regionally accredited institutions, and the results of a longitudinal study of a set of institutions in one region are examined. Also investigated are: the influence of institutional sponsorship, size, and highest degree offered; analysis of the most active specialized accrediting agencies; and cohort analysis for a group of large universities. It is suggested that this type of analysis may improve the effectiveness of accrediting agencies and increase the extent to which their procedures, timetables, and expectations of institutions can be made complementary or synonymous and less costly to institutions. Extensive tabulation of the data is provided and recommendations for further study and agency cooperation are presented. A list of accrediting fields for which agencies are recognized by COPA is appended with coding notations. (SF)

ED 175 466 IR 007 639

Annual Report '77. NLC: Nebraska Library Commission. 1976-77 Statistical Report, 1976-78 Activities Report, 1978 Directory.

Nebraska Library Commission, Lincoln.
Pub Date-78
Note-45p.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Libraries, Institution Libraries, Library Expenditures, Library Materials, *Library Networks, Personnel Data, Public Libraries, Special Libraries, State Agencies, *Statewide Planning
Identifiers-*Nebraska Library Commission

This annual report for the year 1977 describes the functions, services, and activities of the Nebraska Library Commission (NLC), an independent agency within the Nebraska state government which is responsible for the distribution of federal library funds, the statewide development and coordination of library programs, and the collection of statistical data for all public, academic, institutional, and special libraries. Brief reviews are provided for activities in such areas as reference and information services, technical services, publications clearinghouse, film and media services, management and planning services, library and network development, and a library for the blind and physically handicapped. Network projects during 1976-78 are also reviewed. Statistical data on personnel, materials, operating expenditures, and operating income are listed for each of the four types of libraries that make up the network, and a separate directory is provided for each type of library. (CWM)

ED 175 039 SE 027 880

Kaufman, Burt And Others

CSMP Mathematics for the Intermediate Grades Part I, Teacher's Guide. General Introduction. Workbooks. Experimental Version.

Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Note-186p.; For related documents, see SE 027 875-893; Not available in hard copy due to copyright restrictions; Contains colored charts and activities which may not reproduce well
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Development, *Curriculum Guides, *Elementary School Mathematics, *Instructional Materials, Intermediate Grades, *Mathematics Curriculum, Mathematics Instruction, *Number Concepts, Textbooks, Workbooks
Identifiers-*Comprehensive School Mathematics Program

This guide represents the final experimental version of an extended pilot project which was conducted in the United States between 1973 and 1976. The manner of presentation and pedagogical ideas and tools are based on the works of George and Frederique Papy. They are recognized as having introduced colored arrow drawings (papygrams'') and models of our numeration system (the Papy minicomputer'') into the teaching of mathematics at the elementary and secondary level in Belgium. This program follows the spiral approach.'' The series emphasizes that a topic may provide children with intuitive leaps which might help them acquire successive pieces of information. Suggestions are presented for obtaining and preparing materials for lessons. Some are available from CSMP. The seven books of the Teacher's Guide for this level are bound into three volumes. This volume contains the General Introduction and the six workbooks. (Author/SA)

ED 175 847 SP 014 684

Washburn, David E.

Ethnic Studies, Bilingual/Bicultural Education and Multicultural Teacher Education in the United States: A Directory of Higher Education, Programs and Personnel. Vol. I.

Bloomsburg State Coll., Pa. Multicultural Education Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-367p.; For related documents, see SP 014 684-687
Available from-Inquiry International, Publications Division, 7711 Windswept, Houston, TX. 77063 ($14.95)
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bilingual Education, Cultural Awareness, *Ethnic Studies, Intercultural Programs, Interinstitutional Cooperation, *Multicultural Education, *Postsecondary Education, Professional Personnel, Program Content, *Program Descriptions, Teacher Education
Identifiers-Elementary Secondary Education Act Title IX

This directory, the first of four volumes devoted to the tabulation and description of ethnic studies programs offered within the United States, lists the multicultural programs by ethnic group and by state within the ethnic group listing. The information is based on a survey of 3,038 postsecondary institutions in the U.S. and outlying areas. Conducted during the 1977-78 school year, the larger intent of this compilation is to aid in the establishment of a network of educators involved in program design, teaching, and research in the field of ethnic studies. Volume One tallies the schools in Alabama through part of California which provide courses of study leading to: a concentration; an undergraduate major or minor; an associate's, master's, or doctor's degree and/or a certificate. Page number references for more detailed information contained in the final chapter of the volume, such as faculty members and student participation figures, are also provided throughout the directory. (LH)

ED 175 871 SP 014 874

Herman, Robin Crawford, Jeffrey

Critical Experience Amidst Bureaucratic Structures: Interdisciplinary Dialogue on Educational Futures.

Pub Date-79
Note-27p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bureaucracy, Change Agents, Educational Environment, Educational Philosophy, *Futures (of Society), *Individual Development, *Institutional Characteristics, *Organizational Change, *Public Schools

The public schools of today are pictured as rigid bureaucratic structures, unresponsive to dynamic change, and stultifying to individual initiative and growth. A discussion is presented on the future needs of education that will meet expanding demands for greater freedom for the individual in a democracy to make intelligent decisions. Proposals for change in the philosophy and organization of public education are offered. (JD)

ED 175 892 TM 008 708

Morris, Lynn Lyons Fitz-Gibbon, Carol Taylor

How To Measure Achievement. Program Evaluation Kit, 6.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 78

Note-159p.; For related documents, see TM 008 703-710

Available from-Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212 ($7.50 each; complete set, $49.95, plus $1.50 postage and handling)

Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Academic Achievement, *Achievement Tests, *Cognitive Objectives, Criterion Referenced Tests, Educational Assessment, Educational Objectives, Evaluation Methods, Norm Referenced Tests, *Program Evaluation, Student Testing, *Test Construction, Test Interpretation, Test Reliability, *Test Results, *Test Selection, Test Validity

The objectives of this booklet are to provide suggestions, procedures, and rules of thumb to aid the evaluator in using achievement tests in program evaluation. It also discusses some of the theories underlying the procedures for developing and selecting achievement tests and interpreting their results. Each of the six chapters offers advice on one area of achievement testing. Chapter 1 deals with deciding what to measure and how much time and effort to invest in testing activities. Chapter 2 describes the types of achievement test data available, and their possible uses. Chapter 3 presents a Table for Program-Test Comparison, and gives a step-by-step procedure to calculate indices of test appropriateness to the program being evaluated. Chapter 4 is a guide to resources which aid in custom designing tests, and contains an annotated list of test item and objectives banks and a list of testing services, which design and score tests. Chapter 5 discusses test reliability and test validity. Chapter 6 deals with test interpretation and score reporting. A summary of common item construction errors is appended. (MH)

ED 175 341 HE 011 645

Gillmore, Gerald M. Hofland, Dean M.
A Catalog of Basic Elements of College-Level Instruction. EAC Reports 79-18.
Washington Univ., Seattle. Educational Assessment Center.
Report No.-EAC-79
Pub Date-Jun 79
Note-54p.
Available from-University of Washington, Educational Assessment Center, 1400 Campus Parkway, PB-30, Seattle, WA 98195
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, *College Curriculum, College Faculty, *College Instruction, *Curriculum Design, *Curriculum Evaluation, Delivery Systems, *Educational Objectives, Evaluation Methods, Higher Education, Instructional Materials, Standards, Student Teacher Relationship, Teacher Evaluation
Identifiers-*Outcomes

Designed to assist academic units in specifying quality instruction, the catalog is composed of elements of instruction, organized into four major categories: instructional plan, delivery. evaluation, and student outcomes. The instructional plan is sub-categorized into the following areas: content, objectives, materials, assignments, and strategies. The delivery category is divided into presentation, affective characteristics, and interaction. The evaluation dimension explores both student performance and instructional effectiveness. Student outcomes refers to changes in students as a result of instruction and is sub-categorized into intellectual, non-intellectual, and physical skill areas. For each of the elements within a sub-category a definition and examples of desirable and undesirable behavior or performance are provided. An overview of the catalog, suggestions for potential use, and six areas of the catalog in need of further development are provided. (PHR)

ED 175 400 IR 007 562

Proceedings of the Rehabilitation Information Network Conference, June 8/9, 1978, in Washington, D.C.

Catholic Univ. of America, Washington, D.C. National Rehabilitation Information Center.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-Jun 78

Grant-DHEW-RSA-22-P-59137

Note-256p.

Pub Type- Collected Works - Proceedings (021) - Speeches/Meeting Papers (150) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Federal Aid, *Handicapped, Information Needs, *Information Networks, Information Services, Information Systems, Physically Handicapped, Rehabilitation, *Rehabilitation Programs

This report of a conference cosponsored by the National Rehabilitation Information Center and the Clearinghouse on the Handicapped provides background on the need for a network system to make effective use of the Rehabilitation Services Administration (RSA) funded information services, defines and explains networking concepts and terminology, and describes representative information activities of future network members. Transcripts of presentations propose and provide supporting information for a Rehabilitation Information Network, with particular attention given to an explanation of the structure and services of the National Rehabilitation Information Center (NARIC). A directory of rehabilitation information resources focuses on the information activities of organizations represented at the conference, with information on services available, user groups, and contact information. Appendices include a resolution to support a rehabilitation network, the conference agenda, and a list of attendees. An appended concept paper addresses the problems and needs of disabled citizens, indicating the scope of their problems and unmet needs, and recommending new approaches in Federal legislation and administrative action to deal with these problems. (CWM)

ED 175 423 IR 007 587

Diem, Richard A. Fairweather, Peter G.

An Evaluation of the Effectiveness of a Computer Assisted Instructional Program in Basic Literacy Skills in a County Jail.

Spons Agency-Bureau of Prisons (Dept. of Justice), Washington, D.C.
Pub Date-12 Apr 79
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Basic Education, *Computer Assisted Instruction, *Correctional Education, *Corrective Institutions, Educational Research, Prisoners, Program Evaluation
Identifiers-*Texas

This evaluation of the effectiveness of a computer assisted instructional program in basic literacy skills for inmates in a county jail covers the first year of the program. Instructional materials used were developed by Control Data Corporation for use on the PLATO system, and consisted of lessons in vocabulary, reading, spelling, arithmetic computation, and arithmetic problem solving. The reactions of both the prison population and the administrative staff of the Bexar County Detention Center (San Antonio) and their involvement in the program are discussed. Achievement gains of prisoners participating in CAI are compared with those of prisoners in a traditional instruction group, and some suggestions are offered for more effective use of CAI both for inmates and staff development courses. (RAO)

Wood, Fred B. And Others
Videoconferencing via Satellite: Opening Congress to the People. Final Report.
George Washington Univ., Washington, D.C. Program of Policy Studies in Science and Technology.
Spons Agency-National Aeronautics and Space Administration, Cleveland, Ohio. Lewis Research Center.
Pub Date-Apr 79
Grant-NSG-3130
Note-61p.; For related documents, see IR 006 620-621 and ED 162 646-647
Available from-Program of Policy Studies in Science and Technology, The George Washington University, Washington, D.C. 20052 (an edited videotape of the entire project only)
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Communication Satellites, Delivery Systems, *Federal Government, *Interaction, *Legislators, Political Issues, *Program Evaluation, *Telecommunication
Identifiers-*Videoconferencing

This evaluative study investigated through actual demonstrations the effectiveness of satellite videoconferencing in providing a new mechanism for informed dialogue between congressmen and constituents, thus strengthening the legislative process. In this experiment, the use of NASA's portable earth terminal was instrumental in making satellite communications accessible to several public constituencies. Questions answered by that study included those of utility, cost, and availability of videoconferences. Responses by study participants suggest that satellite videoconferencing should be used by the Congress to facilitate broad public participation in key aspects of the legislative process. (Author/JEG)

Spear, Barbara E.
Yes, There's Hope for Adults With Learning Disabilities.
Pub Date-3 Mar 79
Note-51p.; Paper presented at the International Convention of the Association for Children with Learning Disabilities (San Francisco, California, March 3, 1979). The Itemized List of Educational Materials in the original document has been deleted due to irreproducibility
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Students, Community Colleges, Diagnostic Tests, *Educationally Disadvantaged, *Individualized Instruction, Instructional Materials Centers, *Junior Colleges, *Learning Disabilities, *Learning Laboratories, Low Achievers, *Remedial Programs, Student Placement, Student Testing

A program for adults with learning disabilities is being conducted at the Educational Testing and Learning Clinic (ETLC) at Orange Coast College (OCC). The program has five components. In order to enroll, the student's basic skill level must be below the eighth grade in reading, spelling, and writing, and below the sixth grade in mathematics. The student's intelligence quotient level must be 85 or above as measured by the Wechsler Adult Intelligence Scale. Diagnostic procedures include a battery of individual tests and conferences with a resident psychologist/counselor. A written report is submitted to an admissions committee for the final placement decision. An Individual Education Plan (IEP), which delineates specific skills to be remediated and materials to be used, is developed by a learning specialist and the students. Students are required to work with a specialist aide for six hours each week and to devote at least two hours to independent study. The student must achieve an 80% competency level each contact hour. Student evaluations are conducted annually, utilizing the diagnostic materials as pre-test data. This descriptive report discusses legal issues affecting special education, and contains the OCC Comprehensive Plan for Students with Learning Disabilities, which considers college philosophy, needs of learning disabled students in Orange County, and specific program objectives, activities, and evaluation methods. (DR)

ED 175 526 PS 010 729

Oberheu, Howard D.

Aid to Families with Dependent Children 1975 Recipient Characteristics Study: Part 4. Social Services.

Social Security Administration (DHEW), Washington, D.C. Office of Research and Statistics.

Report No.-HEW-SSA-79-11777

Pub Date-Nov 78

Note-49p.

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Alcoholism, Child Care, Day Care Services, Drug Abuse, Early Childhood Education, *Family Characteristics, Research Design, *Social Services, *Welfare Recipients

Identifiers-Aid to Families with Dependent Children, Social Security Act Title XX

This report on social services to families receiving Aid to Families with Dependent Children (AFDC) in May 1975 is Part IV of a broad study of AFDC recipient characteristics. The background of the AFDC social service program as mandated by Title XX of the Social Security Act is delineated briefly and a one-page prose summary of the statistics included in the report is provided. The bulk of the report consists of tables of data broken down by HEW region, by state and by U.S. total on such factors as whether a service plan had been developed for the families, what social services had been provided, whether family members had been receiving help for alcohol or drug abuse problems, what kind of child care arrangements were employed for children of various ages, whether screening services had been received, what the families' WIN project status was, and whether families received CETA or WIN payments. The appendices contain a glossary of terms related to the material in this report and a detailed discussion of the sample design and accuracy of the data. (JMB)

ED 175 564 PS 010 849

Kysela, Gerard M.

The Early Education Project: A Home and School Approach for Infants and Pre-School Children Exhibiting Developmental Handicaps.

Alberta Univ., Edmonton. Centre for the Study of Mental Retardation.
Spons Agency-Alberta Dept. of Education, Edmonton.
Pub Date-78
Note-423p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-Early Childhood Education, *Educational Programs, Family School Relationship, *Handicapped Children, *Home Programs, *Intervention, Language Skills, Models, *Preschool Children, Psychomotor Skills, Public Schools, Self Care Skills, Skill Development, *Teaching Skills
Identifiers-*Alberta, Canada

This Early Education Project consisted of a home and school approach to early intervention with moderately to severely handicapped children. A home based parent training program incorporating an infant teaching/learning intervention system was combined with a school based classroom project for toddlers to provide instruction in early childhood skills and knowledge. The program employed a developmental task analyzed curriculum with a criterion referenced assessment method to determine a child's competencies and skills and to identify the goals of the intervention in behavioral terms. A systematic data collection format to evaluate each child's progress in four major areas (language skills, motor skills, cognitive skills, and self-help skills) was employed either at home or in the school. The normative data indicated that children's rate of achieving developmental milestones was significantly accelerated in mental development and language development for the school program and in mental development for the home program. The behavioral data demonstrated that moderately to severely handicapped children could attain profound and rapid increases in knowledge and skills when they were directly taught such skills and knowledge. (Author/MP)

ED 175 582 RC 011 271

Flood, John McCabe, Beth
Wilderness School Staff Report: 1978-1979.
Wilderness School, Goshen, Conn.
Pub Date-79
Note-28p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agency Role, Contracts, Correctional Rehabilitation, Counseling Programs, *Delinquent Rehabilitation, Delinquents, Emotionally Disturbed Children, Followup Studies, Handicapped Students, Human Services, *Intergroup Relations, Objectives, Outdoor Education, Program Evaluation, Referral, *Responsibility, *Self Concept, Special Education, Staff Orientation, Student Recruitment, Success Factors, Youth Agencies, *Youth Programs
Identifiers-*Adventure Education, *Connecticut Wilderness School, Outward Bound, Wilderness Programs

The successful Wilderness School functions as a broad youth serving agency attempting to have a permanent impact on the self-concept, behavior, and attitudes of its students by affecting their feelings and sense of self-worth as well as the major components of their environment (family, living situation, school, job potential), and by providing them with a support system for at least one year. The program has three phases. Recruitment and Orientation involves a two-day referral agency outdoor orientation; recruitment of prospective students, selected only on the basis of their willingness to try; student orientation, a follow-up'' contract between referral agency and student; and a student-staff interview. The Wilderness Challenge is designed after the American Outward Bound Schools and is intended to confront the participant with a new environment, different demands, and challenges to be faced as a member of a group. The Follow-Up Phase monitors the progress of referral agency follow-up and supports and assists the student as much as possible. In September 1977 the School introduced a Special Education Project for students who are handicapped, emotionally disturbed, or in need of special education. Appendices include staff credentials, board of directors, sample contracts, and application information. (SB)

ED 175 601 RC 011 583

Jobes, Patrick C.

Changing Country, Changing Town: A Comparison of Satisfaction and Feelings Regarding Development in High Expansion Potential Communities.

Montana State Univ., Bozeman. Dept. of Sociology.
Spons Agency-Department of Agriculture, Washington, D.C.
Pub Date-23 Aug 79
Note-42p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Burlington, Vermont, August 23-26, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Change Agents, *Changing Attitudes, Community Attitudes, *Community Change, *Community Development, *Community Satisfaction, Community Services, Comparative Analysis, Development, Economic Change, Interviews, Local Issues, Planning, Quality of Life, *Rural Areas, Rural Development, *Self Determination, Services, Social Change

Satisfaction with one's community is an elusive quality related to a variety of physical and social factors. As changes in the community become imminent, levels of satisfaction may also change. Residents of two communities were periodically questioned as their personal satisfaction, (happy place, suitable size), satisfaction with services (schools, recreation, police protection), attitudes toward planning (limiting development, access to information), and general optimism (peace, personal influence). One of the communities, Ranchland, was predominantly rural while the other, Valleyville, was a small university town of approximately 20,000. Valleyville residents generally viewed the rapid changes occurring in their community as naturally occuring, as progress accompanied by increased diversity and opportunity. Ranchland residents, however, faced a different situation, for large scale coal development was imminent and the change agents were to be foreign'' decision makers such as mining corporations, energy companies, and state and federal governments. Within two years Ranchland residents became much more critical of their area and the planning efforts within it, even though actual changes had not yet occurred. Apparently changes in perception related to a place need not be associated with actual changes which have occurred there so much as to perceptions of who would control the change in the event it occurred. The difference in acceptance primarily appears to be due to a willingness to favor development. (Author/DS)

ED 175 691 SE 028 679

Schaaf, William L., Ed.
Reprint Series: Mascheroni Constructions. RS-4.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-67
Note-39p.; For related documents, see SE 028 676-690
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum, *Enrichment, *Geometric Concepts, *Geometry, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials
Identifiers-*Geometric Constructions, *School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series makes available expository articles which appeared in a variety of mathematical periodicals. Topics covered include: (1) a forerunner of Mascheroni; (2) Mascheroni constructions; and (3) can we outdo Mascheroni. (MP)

ED 175 720 SE 028 761

Wheatley, Grayson H. Shumway, Richard J.

Impact of Calculators in Elementary School Mathematics. Final Report.

Purdue Univ., Lafayette, Ind. Dept. of Education.; Purdue Univ., Lafayette, Ind. Dept. of Mathematics.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Jul 79

Grant-NSF-SED-77-18077

Note-121p.; Contains light and broken type in Appendices

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Attitudes, *Calculation, Concept Formation, Educational Change, Effective Teaching, Elementary Education, Elementary School Mathematics, *Learning Activities, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Research

Identifiers-*Calculators

Widespread concern over the use of calculators by young children prompted a broad year-long study of the impact of calculators on elementary school mathematics learning. Two teachers from each of grades 2-6 from five midwestern states participated in the study, which was designed to approximate a ``first use'' level of calculators in schools. Pupils continued to study from their regular mathematics textbooks and teachers were encouraged to select calculator activities from reference materials made available by the study. The experimenters made no attempt to prescribe calculator activities or a specific frequency of calculator use. The following conclusions seem warranted: (1) there are no measurable detrimental effects for the first-year use of calculators for teaching mathematics in grades 2-6; (2) children have a high, positive attitude toward using calculators in mathematics; and (3) children learn to use calculators for computation with 30 minutes of instruction and can perform computations much more successfully than children not using calculators. Informal observations by site directors and teachers suggest that curriculum implications for calculators in the elementary school could be dramatic. The authors recommend further research on the effects of longer and more intensive calculator use. (Author/MP)

ED 175 742 SO 011 744

Harbo, Torstein

The Origination of Some Prominent Curriculum Slogans: The Side Effect of Behavioral Sciences?

Pub Date-79
Note-33p.; Paper to be presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in paper copy from EDRS due to small print type throughout original document
Pub Type- Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Behavioral Sciences, *Concept Formation, Curriculum, *Curriculum Development, Definitions, Educational Psychology, *Educational Research, Educational Trends, *Linguistics, Semantics

The paper explores origins of and behavioral science influences on three educational slogans: (1) structure, (2) learning by discovery, and (3) any subject can be taught. These slogans can be traced through four stages. Stage I consisted of practical reform projects of the early 1950s. These projects were marked by a wish to strengthen content and maximize development of the student learning process. Concepts were defined descriptively and stipulatively and were oriented toward subject matter. Reports from the Woods Hole Curriculum Conference in 1959, which formed the basis of Stage II, attempted to analyze and evaluate major curriculum projects and ascertain implications for curriculum development. This stage showed an emphasis on psychology, little emphasis on content, and the emergence of structure and learning by discovery. Stage III, which is exemplified by The Process of Education,'' Jerome Bruner 1960, concentrated on programmatic definitions, urged research, and suggested that any subject can be taught. Stage IV comprised attempts to develop programs based on simplified interpretations of Bruner's research. During this stage, Bruner's definitions and concepts became reduced to slogans. Findings from analysis of these four stages indicates that educational discourse and curriculum changed concurrently, moving from an emphasis on the logical and psychological aspects of education to an emphasis on psychological aspects only. It is concluded that when these definitions became simplified, they emerged as educational slogans. (CK)

ED 175 778 SO 011 945

Goor, Jeanette And Others

Arts Education: Policies and Programs. A Survey of State Education Agencies, Winter 1978-79. FRSS Report No. 6.

National Center for Education Statistics (DHEW), Washington, D.C.; Westat Research, Inc., Rockville, Md.

Spons Agency-Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report No.-NCES-79-417

Pub Date-79

Note-17p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Art Education, Cooperation, *Educational Finance, Educational Policy, Educational Programs, Elementary Secondary Education, Federal Programs, Financial Support, *Government Role, Program Budgeting, *State Surveys, Statistical Analysis

The report on arts education presents findings of a survey of state education agencies. Requested by the U.S. Office of Education, the survey was designed to provide background data for the federal government's activities in coordinating arts education policies and programs. The survey was sent to all 50 states with 100% response. Questions pertained to the 1977-78 school year. Findings show that 31 departments of education endorsed elementary and secondary arts education through policy statements; two out of three of those states reinforced their statements with dollar support; all states but one used federal funds for arts education; most frequently used federal programs were educational innovation and support, library and learning resources, education of the gifted and talented, and education of the handicapped; state priorities for new funds would be inservice training and integration of the arts into the school curriculum; there was more cooperation in planning between the state arts and the state education agencies for the Artists-in-Schools program than in implementation and evaluation; and states with an enrollment of more than one million students reported greater involvement in arts education than those with fewer. Appendices describe the process of taking the survey and show numerical results. (CK)

ED 175 619 RC 011 614

de Lemos, Marion M.

Aboriginal Students in Victoria. ACER Research Monograph No. 3.

Australian Council for Educational Research, Hawthorn.
Pub Date-79
Note-208p.; Not available in hard copy due to publisher's preference
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, Attendance Patterns, Demography, *Dropout Rate, Dropout Research, Educational Objectives, Elementary Secondary Education, Equal Education, Followup Studies, Mathematics, Occupational Aspiration, Reading Achievement, *Rural Schools, School Holding Power, State Schools, *Student Attitudes, *Students, Teacher Attitudes
Identifiers-*Aboriginal People, *Australia (Victoria)

An estimated 80%-90% of all Aboriginal students enrolled in the primary and secondary schools of Victoria, Australia, were tested and surveyed to determine their numbers, distribution, attendance, achievement, attitudes, and school leaving patterns. Most of the 1244 Aboriginals surveyed attended state schools and 75% were schooled in rural areas. Their attendance was regular but they had more extended absences than non-Aboriginal students. At the primary level (where the father's occupational ranking is the most significant factor affecting academic achievement), Aboriginal students performed consistently lower than non-Aboriginal students on academic achievement tests. At the secondary level, lower achievement by Aboriginals was especially evident in math and reading. Although non-Aboriginals in primary school had more positive attitudes than their Aboriginal agemates, this difference disappeared in secondary school. There were no marked differences noted in educational or occupational aspirations, but more Aboriginal students left school at age 15. Specific to Victoria, results did not support the view that low achievement of Aboriginals could be attributed to poor motivation, poor self-concept, or dislike of school. Research is needed to study what factors determine whether or not a student likes school. (SB)

ED 175 683 SE 028 651

Kalman, Karl, Ed.

Supplementary and Enrichment Series: The Complex Number System. SP-4.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-64

Note-58p.; For related documents, see SE 028 648-675; Contains occasional light and broken type

Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Algebra, Curriculum, *Enrichment, *Instruction, Mathematics Education, *Number Systems, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials

Identifiers-*Complex Numbers, *School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series is designed to make material for the study of topics of special interest to students readily accessible in classroom quantity. Topics covered include operations, standard form, equations, graphs, and conjugates. (MP)

ED 175 798 SO 011 965

Bogolia, Kathleen M. Leuca, Mary, Ed.

Romanian Folk Dancing. Romanian Americans in Lake County, Indiana: An Ethnic Heritage Curriculum Project.

Purdue Research Foundation, Lafayette, Ind.; Purdue Univ., Lafayette, Ind. Dept. of Education.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date-77

Note-57p.; For related documents, see SO 011 963-964

Available from-Purdue Research Foundation, Purdue University, West Lafayette, Indiana 49707 (For information on accompanying cassette and videotape presentation)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cultural Awareness, Cultural Background, *Dance, *Ethnic Groups, Ethnic Origins, *Ethnic Studies, *Folk Culture, Higher Education, *Local History, Secondary Education, United States History

Identifiers-Ethnic Heritage Studies Program Act, Indiana

The booklet provides instructions for five Romanian folk dances. The dances include: the ``Hora,'' one of the oldest, most widely known dances; the ``Invirtita'' and the ``Hategana,'' Transylvanian celebration dances; the ``Sirba,'' popular in all regions of Romania; and the ``Caluserul'' (the ``Leaping Horse''), which dates back to the time when the Roman legions occupied Romania in the first and second centuries. A musical score accompanies the ``Hora.'' (KC)

ED 175 872 SP 014 877

Planning Health Education Programs in Oregon Schools. Physical Health.
Oregon State Dept. of Education, Salem.
Pub Date-79
Note-64p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Class Activities, *Curriculum Design, Educational Objectives, Elementary Secondary Education, *Health Education, *Learning Activities, Mental Health, Physical Characteristics, Physical Fitness, Student Attitudes

Learning activities for health education are outlined for students from the primary level through the secondary grades. The uniting theme of the curriculum is the relationship of physical health to other health factors. A statement of the course or unit goal precedes each suggested activity, followed by the specific content of the unit and related activities in other study areas. (JD)

ED 175 913 TM 009 553

Coffman, William E.

Classical Test Development Solutions. Number 23. Iowa Testing Programs Occasional Papers.

Iowa Testing Programs, Iowa City.
Pub Date-Feb 79
Note-36p.; For complete proceedings, see TM 009 232; Paper presented at an Invitational Conference (Reston, Virginia, May 27-30, 1976)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Tests, Educationally Disadvantaged, Elementary Secondary Education, Evaluation Needs, *Measurement Goals, Minority Group Children, Norm Referenced Tests, *Program Evaluation, Test Bias, *Test Construction, Testing, Testing Problems, *Test Selection, Test Validity, Theories
Identifiers-Classical Test Theory

A classical model for achievement test development was influenced by: the educational tradition of selecting a sample of questions appropriate to a subject and counting the proportion of acceptable responses; the emphasis on obtaining a large and homogeneous sample of questions to insure reliability; and the tradition in psychological testing of scaling performance to meaningful reference groups. The steps in developing tests are: planning; item writing/review; item tryout; final assembly; and norming/scaling. The classical model offers suggestions for selecting tests and evaluating programs for disadvantaged or minority students. Evaluation should extend over two or three years and measure the impact of anticipated achievement gains on self concept and school attitudes. Evidence from the literature or from experts familiar with the local context should indicate that the test is appropriate for program participants, and that it has been screened for bias. To avoid discouraging slow learners or boring high achievers, out-of-level testing is appropriate, but a careful check on the scaling procedure is crucial. To solve the problem of comparable norms, existing long-term data for a school should be used. Standardized test results should not be ignored if they fail to meet expectations; the data require the more difficult task of interpretations. (CP)

University Student Information System User Manual.

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.
Pub Date- 79
Note-55p.
Available from-Post-Secondary Education Section, Education, Science, and Culture Division, Statistics Canada, Ottawa, K1A 0T6, Canada
Language-English; French
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*College Students, Computers, Data Bases, Electronic Data Processing, Foreign Countries, Higher Education, *Information Retrieval, *Information Systems, Information Utilization, *Statistical Data, *Student Characteristics
Identifiers-*Canada, *Canadian University Student Information System

Instructions for using the computerized Canadian University Student Information System created by Statistics Canada are presented in this manual. The data base includes information on all students registered in Canadian universities, affiliates, and degree-granting colleges. A complete list of all available data elements and column headings that can be used on an information request is provided. Instructions for completing the request form are detailed. Two sample request forms are included as well as the resulting information printouts. (SF)

ED 175 489 JC 790 330

Garber, Robert

West Los Angeles College Student Follow-Up Study Project Report.

West Los Angeles Coll., Culver City, Calif.

Pub Date-Mar 79

Note-78p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Achievement, *Academic Aspiration, Community Colleges, Dropouts, *Followup Studies, *Junior Colleges, Junior College Students, Participant Satisfaction, *Persistence, *School Holding Power, *Student Characteristics, Student Needs, Transfer Students

Identifiers-Student Objectives

A follow-up study was conducted among new students at West Los Angeles College (WLAC) to identify student characteristics, educational goals, and objectives; and to relate these characteristics to student attrition. Subjects for the study were 483 first-time freshmen enrolled at WLAC in Fall 1977. This initial sample was surveyed again one year later and classified as either returning or non-returning students. Findings indicated that, of new students at WLAC, 56% attended for practical reasons, 32% because of the educational programs offered, and 23% reported that their primary reason for attendance was personal interest and growth. Of the respondents, 39% were pursuing job-related goals, while 34% intended to earn college transfer credits. Of the original sample, 71% did not return the following fall; 40% of the original sample registered but never completed any academic units. Retention was highest among those students stating an intention to transfer and lowest among those students stating personal interest as their reason for college attendance. The non-returning students tended to be older individuals with limited or specific objectives who planned to take selected courses rather than enter degree-oriented programs. The survey instruments used in the study are appended and partial results are presented in tables. (DR)

ED 175 546 PS 010 825

Smith, Janet E. And Others

Sex-Role Preference: What Are We Measuring?

Pub Date-Mar 79

Note-11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Activities, Comparative Analysis, Early Childhood Education, *Play, *Preschool Children, Research Methodology, *Research Problems, Sex Differences, *Sex Role, *Toys

Identifiers-Point Time Sampling Procedures

This study was designed to compare the toy/activity preferences of a group of young children, as measured by traditional procedures, with their spontaneous toy/activity choices as they occur during unstructured periods of free play. Participants in the study included fifty-seven 4-year-old children enrolled in three half-day nursery school programs. All children received the Concealed It version of Brown's It Scale for Children. During free play sessions in the nursery school classes, the spontaneous activities of each child were observed using point-time sampling procedures. For each observation, either the target child's activity (in 27 predetermined categories) or the sex of each peer with whom the child interacted was recorded. For purposes of analysis, each of the activity categories was given a Masculine/Feminine rating (1 most feminine, 5 most masculine). Three activity scores were calculated for each child: Sex-Typed Score, Masculine Activity Score and Feminine Activity Score. The observed percentage of interactions involving same sex peers was calculated as well as the percentage that would have been expected if same sex peer interaction had occurred randomly. Results indicated that there were no significant correlations between scores on the Concealed It and any of the observational measures, or between Concealed It scores and same sex playmate preference. Significant sex differences were found in the Concealed It score, the Sex-Typed Score, and the time spent in masculine and feminine activities. Both sexes interacted with same sex peers significantly more than would have been expected by chance. (Author/RH)

ED 175 692 SE 028 680

Schaaf, William L., Ed.
Reprint Series: Space, Intuition and Geometry. RS-5.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-67
Note-59p.; For related documents, see SE 028 676-690
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum, *Enrichment, *Geometric Concepts, *Geometry, *History, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials
Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series makes available expository articles which appeared in a variety of mathematical periodicals. Topics covered include: (1) Helmholtz and the nature of geometrical axioms; (2) the straight line; (3) geometry and intuition; and (4) the curvature of space. (MP)

ED 175 822 SP 014 470

Freeman, William H.

Controlling Athletics in Education: History and Perspective.

Pub Date-Apr 78

Note-25p.; Paper presented at the annual convention of the American Alliance for Health, Physical Education, and Recreation (Kansas City, Missouri, April 1978)

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Agencies, *Athletics, Change Agents, *Educational Attitudes, *Governance, *Organizations (Groups), *Physical Education, *School Role, Social Indicators, Social Values, Sociocultural Patterns, Sportsmanship

Identifiers-*Amateur Athletics

The organization of amateur sports around the school and university system is a uniquely American administrative structure. This paper traces the developmental patterns leading to the emergence of sports-governing bodies such as the Amateur Athletic Union, the National Collegiate Athletic Association, and the National Association for Girls and Women in Sport. Attention is paid to the relationship between social values and competitive endeavour. The transformation of college-level athletics into big business'' is discussed, and the roles of minority group and female athletes are explored. Material is included regarding the interaction between amateur sports, the role of school and/or university as a governing agency, and the emergence of physical education as a legitimate field of study. (LH)

ED 175 893 TM 008 709

Morris, Lynn Lyons Fitz-Gibbon, Carol Taylor

Evaluator's Handbook. Program Evaluation Kit, 1.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 78

Note-133p.; For related documents, see TM 008 703-710

Available from-Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212 ($8.50 each; complete set, $49.95, plus $1.50 postage and handling)

Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Educational Objectives, Educational Programs, *Evaluation Methods, Evaluators, *Experimental Programs, *Formative Evaluation, *Job Analysis, Models, Needs Assessment, Program Development, *Program Evaluation, Research Design, Role Perception, *Summative Evaluation

As an introduction to the Program Evaluation Kit, this handbook serves as a general guide for the evaluator and provides a directory to the rest of the series (TM 008 703-710). Chapter 1 discusses the critical issues in program evaluation. Chapter 2 describes the diversified job of the evaluator. Chapters 3 through 5 contain step-by-step guides for organizing and and accomplishing formative evaluation, summative evaluation, and experimental studies. The handbook concludes with a master index to topics discussed in the series. The evaluation model developed by the Center for the Study of Evaluation provides the principal theoretical basis for this series. Tasks which the evaluator must accomplish include setting the program evaluation boundaries; preparing a program statement; monitoring the program implementation and achievement of program objectives; and reporting and conferring with program planners and staff. (MH)

Bannerman, James W.

The Identification and Classification of the Societal and Nonsocietal Factors Affecting Student Decisions Not to Return to the Southern Technical Institute. Societal Factors.

Pub Date- 79
Note-27p.; A practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education
Pub Type- Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Students, *Dropout Prevention, *Dropout Research, Dropouts, Higher Education, Institutional Characteristics, Institutional Evaluation, Institutional Research, *School Holding Power, *Social Factors, Student Characteristics
Identifiers-*Southern Technical Institute GA

Reasons why students withdrew from Southern Technical Institute were examined through a survey of 721 dropouts. A total of 257 responses were received and the reasons given by the students were classified as societal or nonsocietal. In this study, societal factors are defined as those elements of influence that are external to the institution. The most frequently stated societal reasons for not returning include: transfer to another college, change in job requirements, and change in career plans. The most frequent nonsocietal reasons were financial problems and desire for time off. A follow-up study to identify action that will reduce the impact of nonsocietal factors and assure maximum retention of qualified students is recommended. It is also suggested that a similar survey be conducted biennially to identify any new factors and evaluate the institution's efforts to reduce the nonsocietal factors. The survey instrument and tabulated responses are appended. (Author/SF)

ED 175 424 IR 007 588

Kozma, Robert B.

Factors Involved in the Adoption and Dissemination of Instructional Innovations.

Spons Agency-EXXON Education Foundation, New York, N.Y.; Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date-Apr 79

Grant-G007402294

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adoption (Ideas), *Change Strategies, *College Faculty, Instructional Improvement, *Instructional Innovation, *Prediction, Rewards

Identifiers-*Instructional Development

Two projects conducted at the Center for Research on Learning and Teaching at the University of Michigan investigated factors involved in the adoption and dissemination of classroom innovations by college instructors. The first investigated the use of various instructional technologies among faculty members who received released time and financial support for the development and implementation of innovations in their courses and a random sample of faculty members who received no support. Results showed that the former group significantly increased their use of innovations whereas the latter showed no such increases. The second project focused on a random sample of faculty members and examined four factors used to predict the use of instructional innovations: (1) formal network the extent to which respondents used various instructional support agencies, (2) informal network the extent to which they relied on colleagues for information and support for teaching, (3) extrinsic reward the extent to which respondents perceived teaching as a rewardable activity, and (4) intrinsic reward the extent to which they found teaching and working with students personally satisfying. Support was found for formal network, extrinsic reward, and intrinsic reward as predictors, as well as a relationship between the use of instructional improvement agencies and the use of instructional innovations. (Author/RAO)

ED 175 446 IR 007 613

Renaissance Man: The Key Component. Association for Educational Data Systems Proceedings: 17th Annual Convention, May 14-18, 1979.

Association for Educational Data Systems, Washington, D.C.

Pub Date-May 79

Note-378p.

Available from-Association for Educational Data Systems, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($10.00 prepaid)

Pub Type- Collected Works - Proceedings (021) - Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, *Computer Managed Instruction, *Computers, Computer Science Education, *Electronic Data Processing, Elementary Secondary Education, Higher Education, Management

Identifiers-*Computer Centers

Eighty-six papers presented at the 17th Annual Association for Educational Data Systems convention cover the educational application of computers in the following areas: computer assisted instruction, instructional and learning processes, computer-related curriculum, educational administration, computer resources, and data-center administration. Many of the papers are introduced by author abstracts and contain research methods, results, and lists of references cited. For ease in locating individual papers, separate title and author indexes are provided. (RAO)

ED 175 467 IR 007 640

BALLOTS: Stanford University's Library Automation and Information Program, Status Report.

Stanford Univ., Calif. BALLOTS Center.

Pub Date-Apr 78
Note-48p.; For related documents, see IR 007 648 and ED 156 106
Available from-The Research Libraries Group, Inc., Stanford, California 94305 ($1.00, prepaid)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cataloging, Information Services, Information Systems, Library Acquisition, *Library Automation, *Library Networks, *Library Technical Processes, *On Line Systems, *Shared Services
Identifiers-*BALLOTS

This report reviews the goals, operating system, and development plans as of spring 1978 for the Bibliographic Automation of Large Library Operations using a Time-sharing System (BALLOTS) program, an online interactive library automation system developed by Stanford University in 1967. Five primary goals that will guide the operations and development activities of BALLOTS over the next several years are detailed, as well as two immediate objectives. The present BALLOTS system, which supports the technical processing activities of acquisition and cataloging in an integrated manner, is described in terms of services (which include searching, acquisitions, and cataloging), the character set, user support, cataloging standards, and system integrity. Major development projects of the BALLOTS Center for 1978 and 1979 are outlined, including the Network File System, the Authority Control System and Synchronous Communications System, Library Management Information Program, Book and Microform Catalog Interface, and Research and Development on Retrospective Conversion. A history of BALLOTS and a list of shared cataloging users in April 1978 are appended. (CWM)

ED 175 527 PS 010 772

Hursh, Daniel E.

Infant Vocal Development.

Spons Agency-West Virginia Univ., Morgantown.
Pub Date-May 78
Note-10p.; Paper presented at the Annual Convention of the Midwestern Association of Behavior Analysis (4th, Chicago, Illinois, May 1978)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Developmental Stages, Discrimination Learning, *Infants, Language Development, Parent Role, Reinforcers, *Verbal Communication, *Verbal Development, *Verbal Operant Conditioning
Identifiers-*Skinner (B F)

In Skinner's analysis of verbal behavior, three categories of environmental control over instances of verbal behavior appear to be relevant to the study of infant vocal development: the mand, the tact, and the echoic categories. Procedures used in the remediation of language deficiencies and procedures found in work in the area of language learning and communication may also be relevant to the functional analysis of the acquisition of vocal behavior by infants. Topographically, infant vocal development progresses from diverse and indiscriminant vocal behavior to differentiated and discriminated vocal/verbal skills during the first year of life. One valid operant explanation of the functional development of infant vocal behavior is that the infant's differential responding to the vocal environment she/he is experiencing is consequated with homeostatic reinforcers which are in turn paired with social consequences parents typically provide. As a result of experiencing this pairing process intensively, the tactile, visual, and auditory stimulation provided by the parents take on discriminative as well as reinforcing properties for the infants. Once established and maintained as a discriminative and reinforcing stimuli, these adult behaviors could function to set the occasion for and consequate approximations to adult behavior by the infants. This explanation would account for the manding, echoic, and tacting functions that appear to be characteristic of much of the first year of the infant's vocal behavior. (JMB)

ED 175 640 SE 027 881

Harpel, Jim And Others
CSMP Mathematics for the Intermediate Grades Part II, Teacher's Guide. General Introduction. Workbooks. Experimental Version.
Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-77
Note-198p.; For related documents, see SE 027 875-893; Not available in hard copy due to copyright restrictions; Contains colored charts and activities which may not reproduce well
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Guides, *Elementary School Mathematics, Instructional Materials, Intermediate Grades, *Mathematical Logic, Mathematics Curriculum, *Mathematics Instruction, Multiplication, *Number Concepts, Textbooks, Workbooks
Identifiers-*Comprehensive School Mathematics Program

This guide represents the final experimental version of a pilot project which was conducted in the United States between 1973 and 1976. The ideas and the manner of presentation are based on the works of Georges and Frederique Papy. They are recognized for having introduced colored arrow drawings (papygrams'') and models of our numeration system (the Papy minicomputer'') into the teaching of mathematics at the elementary and secondary level in Belgium. This program follows the spiral approach.'' Suggestions are given for obtaining materials for lessons. A Day-by-Day Guide suggests the organization of the material in an 18-week period. Three workbooks are included which provide students with individualized work. Two story-workbooks are also included. The workbooks are written at three levels of difficulty and students are encouraged to work at the easiest level. Questions most frequently asked about the program by teachers are answered in this guide. (Author/SA)

ED 175 684 **SE 028 652**

Kalman, Karl, Ed.

Supplementary and Enrichment Series: The Complex Number System. Teachers' Commentary. SP-5.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-64
Note-62p.; For related documents, see SE 028 648-675; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Algebra, Curriculum, *Curriculum Guides, Enrichment, Graphs, *Instruction, Mathematics Education, *Number Systems, Secondary Education, *Secondary School Mathematics
Identifiers-*Complex Numbers, *School Mathematics Study Group

This is one in a series of manuals for teachers using SMSG high school supplementary materials. The pamphlet includes commentaries on the sections of the student's booklet, answers to the exercises, and sample test questions. Topics covered include complex numbers, operations, standard form, equations, graphs and conjugates. (MP)

ED 175 761 SO 011 924

Collier, Anne B.

Energy in an Interdependent World: A Global Development Studies Case Study.

Global Development Studies Inst., Madison, N.J.

Pub Date-79

Note-173p.; For related documents, see ED 160 508, ED 113 266, ED 147 239

Available from-Global Development Studies Institute, Millbrook School, Millbrook, New York 12545 ($5.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Curriculum Development, Ecological Factors, Economic Factors, Educational Objectives, *Energy, Energy Conservation, Futures (of Society), *Global Approach, Higher Education, *Learning Activities, Political Issues, Secondary Education, Skill Development, Social Factors, Teaching Methods, World Affairs, *World Problems

Part of the Global Development Studies Institute series of model curricula, the teacher guide presents strategies for teaching about energy as a global issue. The unit, intended for students in grades 11-14, is designed for one semester. The overall objective is to promote awareness of and responsibility toward the global community through an understanding of the complex and interdependent nature of global issues. The guide is organized into four parts. The first part introduces the energy issue, explaining why it is a global one. The second part presents scientific and historical background information, outlining reasons for the present crisis. The third part analyzes ecological, economic, political, and social elements of the issue. The fourth part explores technological and policy alternatives for the future, including conservation, fossil fuel production, nuclear energy, solar energy, geothermal energy, hydroelectric power, and various energy policies. Basic concepts and information are given for each topic, as well as suggestions for activities and discussion questions. Skills development activities include researching, making surveys, using and analyzing statistics, writing reports, and making policy decisions. Content and skills objectives are listed in the introduction, and charts, graphs, figures, and reading lists are included in each chapter. A glossary and bibliography conclude the document. (Author/CK)

ED 175 848 SP 014 685

Washburn, David E.

Ethnic Studies, Bilingual/Bicultural Education and Multicultural Teacher Education in the United States: A Directory of Higher Education, Programs, and Personnel. Vol. II

Bloomsburg State Coll., Pa. Multicultural Education Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-356p.; For related documents, see SP 014 684-687
Available from-Inquiry International, Publications Division, 7711 Windswept, Houston, TX. 77063 ($14.95)
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bilingual Education, Cultural Awareness, *Ethnic Studies, Faculty, Intercultural Programs, Interinstitutional Cooperation, *Multicultural Education, *Postsecondary Education, Program Content, *Program Descriptions, Teacher Education
Identifiers-Elementary Secondary Education Act Title IX

This directory, the second of four volumes devoted to the description and tabulation of multicultural programs offered within the U.S. at the postsecondary level, continues the listings of ethnic studies programs begun in Volume I. The listings are organized according to both ethnic group and the state of particular institutions. Volume Two continues the tally of schools (arranged alphabetically beginning with California and ending with Massachusetts) that offer: a concentration; an undergraduate major or minor; an associate's, master's, or doctor's degree and/or a certificate. Page number references for the more detailed information contained at the end of the volume are also provided. Specifics of that information include faculty listings, student participation figures, and curriculum breakdown for each ethnic studies program. (LH)

ED 175 873 TM 007 542

Kaufman, Barry A. And Others

Standardization of a Piaget-Based Pre-School Teachers' Beliefs Inventory.

Pub Date- 75

Note-18p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Tests, Behavior Theories, Beliefs, *Educational Theories, Factor Analysis, Higher Education, Learning Theories, Predictive Validity, Preschool Education, *Preschool Teachers, Rating Scales, *Teacher Attitudes, *Test Construction, Test Reliability, Test Validity

Identifiers-*Piagetian Teachers Beliefs Inventory, *Piagetian Theory

A twenty-four item inventory was constructed and standardized in order to develop an instrument which measures the degree to which a preschool teacher adheres to Piaget's epistemological belief system. Using two criterion groups of teachers and graduate students one Piagetian and one behaviorist the inventory exhibited the ability to discriminate between Piagetians and non-Piagetians. Furthermore, a high degree of internal consistency was evidenced. The rating scale, entitled the Pre-School Teachers' Beliefs Inventory, is appended. (RD)

ED 175 342 HE 011 646

Education for Justice. Occasional Papers on Catholic Higher Education. Volume V, Number 1. Summer 1979.

Association of Catholic Colleges and Universities, Washington, D.C.
Pub Date-79
Note-38p.
Available from-Association of Catholic Colleges and Universities, One Dupont Circle, Suite 770, Washington, D.C. 20036
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Catholic Educators, Christianity, *Church Related Colleges, *Church Role, College Administration, College Planning, *College Role, Educational Economics, Educational Quality, Governance, Higher Education, Humanism, Humanities, Liberal Arts, Political Influences, *Private Colleges, Religious Education, Social Problems, Theological Education
Identifiers-Saint Johns University MN

The role of Catholicism in American higher education is addressed in this collection of papers. The historical tradition of the Catholic university is discussed as well as the problems they must face. Issues examined include: political and financial concerns of church-related colleges and universities, the role of the university in higher education, and the role of the Catholic colleges and universities. The governance of Catholic institutions, their relationship to the church hierarchy, and planning for the future are also considered. Included are: Toward a True University, Truly Catholic (Edmund D. Pellegrino); Toward a Theology of Learning (Thomas Trotter); The University and Change in the Catholic World (Sargent Shriver); Homily for a Baccalaureate Ceremony (John Tracy Ellis); The Catholic College: A Question of Identity (Xavier G. Colavechio); The Emerging Guardianship of American Catholic Higher Education (Martin J. Stamm); Institutional Vitality, Up Against the Eighties (James A. Ebben); and The NEH Christian Humanism Project at Saint John's Collegeville (R. W. Franklin). (SF)

Universities: Enrolment and Degrees.

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.

Pub Date-Mar 79
Note-72p.; Not available in paper copy due to small print
Available from-Post-Secondary Education Section, Education, Science and Culture Division, Statistics Canada, Ottawa, K1A 0T6, Canada ($1.40)
Language-English; French
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bachelors Degrees, *College Students, Comparative Analysis, *Degrees (Titles), *Departments, Doctoral Degrees, *Enrollment Rate, Females, Foreign Countries, Full Time Students, Geographic Distribution, Graduate Study, *Higher Education, Masters Degrees, National Surveys, Part Time Students, Specialization, Trend Analysis, Undergraduate Study
Identifiers-*Canada

A series of tables with information on full- and part-time enrollment in Canadian universities during the 1977-78 academic year is presented in this report. Information is also provided concerning degrees, diplomas, and certificates granted at the institutions in 1977. Data were collected from two surveys of all the degree-granting institutions in Canada and are separated into two parts. Series A presents information on 1977-78 enrollments by province, registration status, institution, level (bachelor, masters, doctoral), program of study, age, and marital status. Summer 1977 enrollment figures are also included. Series B tables contain data on degrees, diplomas, and certificates awarded in 1977 by province, institution, level, sex, specialization, and field of study. The total enrollment figure for Fall 1977 (580,232) shows a 1.9 percent increase from 1976. An increase in part-time students is also noted. The number of women students increased by .8 percent since 1976. Enrollment variations in program of study, degree level, citizenship of students, and distribution by sex and specialization are also discussed. (SF)

ED 175 401 IR 007 564

Request for OMB Clearance with Supporting Documents for the Evaluation of the State Capacity Building Program in Dissemination. Revised.

NTS Research Corp., Durham, N.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-23 Jun 78
Contract-400-76-0166
Note-159p.; Occasional pages in the appendices will not reproduce well because of small, broken, or blurred type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Evaluation Methods, *Information Dissemination, Information Networks, Information Systems, Information Utilization, Program Development, *Program Evaluation, *Research Design, Research Methodology, *State Programs
Identifiers-State Capacity Building Program

This document presents the research proposal and supporting documents for a study to evaluate the process of developing a comprehensive dissemination capacity in State Education Agencies (SEAs) and to assess the impact of the capacity building activities in the states, addressing two questions: Is dissemination capacity being built and, if so, how? What is the effect, if any, of the State Capacity Building Program? The study would consist of two parts a process study to document and analyze the development of the three main components of the program and to delineate factors which seem to affect the functioning of these components, and an impact study to assess the goals of increasing the number of practitioners who have convenient access to knowledge resources, increase the exchange of information between knowledge producers and knowledge users, and improve the generalized dissemination capacity within the states. Data would be collected through interviews and questionnaires with National Institute of Education (NIE) personnel, state project directors, heads of information resource centers and linkage agents, and SEA officials, as well as through longitudinal surveys of users. Secondary data would also be utilized. Evaluation questions would be examined at the project, SEA, and state levels. Time schedules, client assessment forms, interview guides and questionnaires, and a cost analysis are appended. (CWM)

ED 175 509 JC 790 499

Wallace, Angelo

Competency Evaluation and Expectations of the Public Comprehensive Community College Librarian; A National Survey of Chief Instructional Officers.

Pub Date-Jun 77
Note-250p.; Ph.D. dissertation, University of Toledo
Available from-University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 78-02, 495, MF $11.00, xerography $22.00)
Pub Type- Reports - Research (143) - Dissertations/Theses (040)
Document Not Available from EDRS.
Descriptors-*Administrator Attitudes, Community Colleges, *Employment Qualifications, *Institutional Characteristics, Job Skills, Junior College Libraries, *Junior Colleges, *Librarians, Library Administration, Library Planning, Library Programs, *Library Role, National Surveys

The chief instructional officers (CIO's) of 751 public comprehensive community colleges were surveyed to determine their perceptions of the skills and competencies necessary for junior college librarians. Respondents were asked to indicate both the desired and actual level of competency of their campus librarians in the areas of: (1) knowledge of books and printed materials; (2) knowledge of audio-visual materials; (3) library automation; (4) human relations and personnel administration; (5) the community college environment; (6) the college curriculum; and (7) community relations. Their responses were compared with previous research surveying perceptions of college librarians in similar competency areas. Data were also collected on such institutional characteristics as age of the school, enrollments, programs, faculty size, accreditation, and size of the library staff to determine if any relationship existed between the responses of the CIO and institutional characteristics. Findings indicated that the CIO's in older, accredited two-year colleges with small faculty and library staff placed greater importance on basic core subjects, i.e., knowledge of books and printed materials. The CIO's in newer, larger institutions placed greater emphasis on audio-visual materials, library automation, and the college curriculum. A review of related research is included and the survey instrument is appended. (DR)

ED 175 565 PS 010 850

Hunter, Edna J., Ed. Nice, D. Stephen, Ed.
Children of Military Families: A Part and Yet Apart.
Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.
Pub Date-78
Note-175p.; Chapters of this volume are based upon papers presented at the Military Family Research Conference (San Diego, California, September 1-3, 1977)
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 008-040-00181-4, cloth, $6.00).
Pub Type- Books (010)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adolescents, Androgyny, Child Abuse, *Child Development, Children, Community Services, *Family Problems, Group Therapy, *Military Personnel, Neglected Children, One Parent Family, *Parent Child Relationship, Parent Role, Role Perception, Second Language Learning, *Social Influences
Identifiers-Parent Effectiveness Training, Racially Mixed Children

This volume is a collection of 11 articles which focus on the problems of family life among military personnel with dependent children. Three brief articles included in Chapter I discuss the military child from a developmental perspective, beginning with the preschool child and continuing through latency to adolescence. Chapter II reports on familial and social role perceptions of children raised in military families. Chapter III discusses the androgynous wife and the military child. Chapter IV explores the effect of the absent parent on Rorschach T'' responses. Chapter V explores the military mother's need for child development services. Chapter VI discusses problems of children of mixed marriages. Chapter VII studies the language learning of internationally mobile military youth. Chapter VIII reports a study of child abuse and neglect. Chapter IX describes a group treatment program provided for mothers whose children were in emergency foster care. Chapter X advocates research of the effects of parent effectiveness training among military families. Chapter XI reports on characteristics and management of child abuse and neglect among military families. (Author/RH)

An Opportunity to Choose.

Texas Migrant Council, Inc., Laredo.
Note-16p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Agency Role, Alcoholism, Child Abuse, Early Childhood Education, Educational Programs, Employment Opportunities, Health Services, Job Training, Mexican Americans, Migrant Adult Education, Migrant Children, *Migrant Education, *Migrant Worker Projects, Migrant Youth, *Mobile Educational Services, Parent Participation, *Vocational Education
Identifiers-Project Head Start, *Texas Migrant Council

Since 1969 a bright yellow van with Texas Migrant Council'' painted on the side has symbolized hope for progress for thousands of Texas migrants. The van itself is a mobile school that follows migrant families out of their home base state of Texas to northern labor camps each summer. It brings with it books, teachers, health care, hot food and programs for the children and adults. The van also symbolizes a wide variety of services waiting back home. Besides the mobile Head Start program for children up to 5 years of age, the Council offers a Home Start program to train parents in remote areas in teaching their young children the same skills taught in a Head Start Program. The Teen Start program offers recreation, counseling, tutoring and job placement at eight centers. The Manpower Program helps migrants learn skills for better paying occupations, pays them wages for learning, and finds them jobs. Alcoholism projects, drug avoidance campaigns, child abuse prevention, educational television series, and coordination with outside agencies are among the other services offered. For the quarter million migrant families living in the Texas Lower Rio Grande Valley, the Council brings options few have ever had before of self help, social advancement, and the opportunity to choose. (Author/DS)

Smith, Joyce L. Jenkins, Quentin A. L.
Cotton Chopping to Administrative Chairperson: The Changing Role of Women on Small Farms.

Pub Date-23 Aug 79
Note-23p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Burlington, Vermont, August 23-26, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agricultural Laborers, *Behavior Change, Changing Attitudes, *Farmers, *Farm Management, *Females, Housewives, *Identification (Psychological), Life Style, Role Conflict, Role Models, *Role Perception, Rural Environment, *Rural Family, Rural Farm Residents, Self Actualization, Sex Role, Sex Stereotypes, Sharecroppers, Social Change, Working Women
Identifiers-*Louisiana

The objectives of this case study are to determine the personal, family, and community interactions of women on small farms, to determine how women on small farms are affected by social and cultural change, and to determine the influence of significant and generalized others on the behavior of women on small farms. The theoretical framework includes the elements of symbolic interaction and role theory and embraces the role-making process, the folk norm of consistency'', the tentative nature of interaction, the process of role verification, and self-conception and role, all of which show linkage between roles as a social change process and reactions of members of the small farm communities. Subjects are 54 Louisiana families, including 111 females, who are participating in a Small Farmer's Project, cultivate at least 4 acres, and report less than $5,000 income from the farm enterprise. Beginning in August 1978, the families are studied for 9 months through participant observation. Findings indicate that the small farm families are still traditionally oriented; most females are from relatively poor small farm backgrounds; though the women consider their husbands and fathers as directors of the farming operation, they are not usually dominated by the men and have considerable control of financial affairs and decision making; sons are taught small farm work ethics, while daughters are given special consideration in formal education. (NEC)

Schaaf, William L., Ed.
Reprint Series: Nature and History of Pi. RS-6.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-67
Note-52p.; For related documents, see SE 028 676-690
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum, *Enrichment, *History, *Instruction, Mathematics Education, *Number Concepts, *Probability, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials
Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series makes available expository articles which appeared in a variety of mathematical periodicals. Topics covered include: (1) the history of the number pi; (2) what's new about pi; (3) the number pi; (4) pi and probability; and (5) from the Great Pyramid to Eniac. (MP)

ED 175 721 SE 028 789

Funk, H. James And Others

Learning Science Process Skills.

Pub Date-79
Note-183p.; Not availabie in hard copy due to copyright restrictions
Available from-Kendall/Hunt Publishing Co., 2460 Kerper Blvd., Dubuque, Iowa 52001 (Order No. ISBN 0-8403-8010-0, paper $8.95)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cognitive Development, *Cognitive Processes, Elementary Education, *Elementary School Science, Individualized Instruction, Inquiry Training, Learning Processes, *Science Activities, Science Education, Scientific Concepts, *Skill Development, Teaching Guides

This guide is designed to help elementary classroom teachers develop the knowledge and skills necessary to bring process skills to the classroom. The text is presented in two parts. The first part covers the basic science skills which are intended for grades K-3. The basic skills are observing, inferring, measuring, communicating, classifying and predicting. The second part covers the integrated science process skills which are intended for grades 4-6. The integrated skills are identifying variables, constructing tables of data, constructing graphs, describing relationships between variables, aquiring and processing data, analyzing investigations, constructing hypotheses, operationally defining variables, designing investigations, and experimenting. Each science process is presented in one chapter. Each chapter begins with objectives that can be achieved by doing the activities included, and ends with a mastery test. (HM)

Morris, Ross A.
The Cultured Mind, the Skillful Hand: Art & Art Education at the Ohio State University, 1874-1944.
Pub Date-79
Note-502p.; Chart on page 372 may not reproduce clearly in paper copy due to small print type of original document
Pub Type- Historical Materials (060)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors-Art Appreciation, *Art Education, *Art Teachers, Curriculum Development, Drafting, Educational Development, Freehand Drawing, Growth Patterns, *Higher Education, Practical Arts, *Teacher Education, Trend Analysis, United States History, *Visual Arts
Identifiers-*Ohio State University

The document presents an historical review of art and art education at Ohio State University from 1874-1944, discussing various philosophies of art, educational trends, and important personalities. The objective is to use trends and events at Ohio State as a microcosm of art and art education in the United States. Emphasizing the dual nature of art (art for its own sake and art as a vocation), the author considers art teachers and examines a variety of art educational practices, especially in relation to basic educational philosophies of the times. The document is presented in seven segments. The first segment covers 1874 to 1880, describing the background of the university and the first drawing instructor, Thomas Mathew. Events from 1880-1884 show the beginnings of teacher training and the creation of a Department of Art, which was part of the Engineering School. From 1884 to 1905, Joseph Bradford was responsible for an increase in space allocation, course distinction and proliferation, equipment purchase, and increase in faculty. The emphasis shifted to teacher education from 1905-1914, with the department moving to the College of Education. The period from 1914-1923 saw the movement of art from teacher preparation to a combination of emphases including a culturally-oriented fine arts concept. The sixth segment examines factors contributing to the formation of the School of Fine Arts in 1944, including growing specialization, lack of professionalism in the teacher training area, and a new philosophy of art. An epilogue outlines events leading to the College of the Arts being formed in 1968. (CK)

ED 175 797 SO 012 106

Safilios-Rothschild, Constantina

Sex Role Socialization and Sex Discrimination: A Synthesis and Critique of the Literature.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 79
Contract-NIE-C-74-0139
Note-160p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Access to Education, Achievement, Changing Attitudes, Developed Nations, Developing Nations, Elementary Secondary Education, Equal Education, *Females, Higher Education, Males, Occupational Aspiration, Occupational Mobility, Parent Influence, Role Perception, *Sex Discrimination, *Sex Role, *Sex Stereotypes, *Socialization

This report presents a synthesis and critique of approximately 850 books, research studies, and journal articles appearing between 1960 and 1978 on sex role socialization and sex discrimination. It also offers a number of hypotheses regarding the emergence, maintenance, and elimination of sex discrimination. This document is presented in six parts. Part I focuses on sex role socialization, with particular emphasis on sex typing of behaviors, women's achievement and motivation, and women's educational and vocational choices. Part II discusses cross-cultural patterns of sex role socialization in selected developed and developing nations including Greece, Sweden, England, The United States and Tunisia. Part III examines occupational and educational sex discrimination, with particular emphasis on race and sex discrimination against black women. Parts IV and V survey theory and research related to sex discrimination and sex stratification systems. The final part assesses changes in sex role stereotypes and identifies incongruities in men's and women's perceptions about values held by the opposite sex. Information is presented in essay form, with authors and dates of relevant research identified in parentheses after each major topic. A section of references concludes the document. (Author/DB)

ED 175 823 SP 014 471

Freeman, William H.

College Athletics in the Twenties: The Golden Age or Fool's Gold?

Pub Date-Mar 77
Note-26p.; Paper presented at the Pre-Convention Symposium on the History of Sport and Physical Education, American Alliance for Health, Physical Education and Recreation (Seattle, Washington, March 1977)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Responsibility, *Athletic Programs, *Athletics, *College Programs, Educational History, Educational Quality, Football, Fund Raising, Physical Education, *Program Development, Social Indicators, Social Values, Sportsmanship, *Trend Analysis, Womens Athletics

A study of the problems ensuing from the growth of intercollegiate athletics during the 1920's into monumental fund-raising events reveals striking social parallels between that time and the present day. This paper examines the social and economic conditions that contributed to the ``sports boom'' of the Twenties and comments on the similarities found in the attitudes and approaches of modern-day varsity athletics personnel. The impact of disproportionate emphasis on competition on the development of physical education is discussed. Negative results of the changed attitude towards amateur sports with regard to educational quality, admissions standards, and national philosophy are also considered. The appropriate place of athletic programs in the college curriculum is debated, and the history of women's sports in the 1920's is briefly mentioned. (LH)

ED 175 447 IR 007 614

Mission of the Future. Proceedings of the Annual Convention of the Association for the Development of Computer-Based Instructional Systems. Volume I: General Session Papers and Project Reports (San Diego, California, February 27 to March 1, 1979).

Association for the Development of Computer-based Instructional Systems.
Pub Date-Mar 79
Note-332p.; Legibility varies; For related documents, see IR 007 614-616
Available from-Western Washington University, Bellingham, Washington 98225 (3 Volumes, $30.00)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Computer Assisted Instruction, Computer Managed Instruction, Educational Technology, Elementary Secondary Education, Interaction, Learning Theories, Man Machine Systems, Medical Education, Models, Postsecondary Education, *Simulation, *Videodisc Recordings
Identifiers-BASIC, COBOL, Minicomputers, PLATO

The first of three volumes of papers presented at the 1979 ADCIS convention, this collection includes most of the 30 papers presented at the general session and 34 project reports. The general session opened with seven papers on various aspects of videodisc technology and five papers describing phases in the life of CBE sites. The remaining presentations were concerned with a variety of topics, such as the use of a speech synthesizer with CBI, intelligent instruction systems, learning theory, evaluation, training teachers and administrators in computer applications, learner interaction in CAI, course development, authoring, and the application of bibliographic information retrieval techniques to CBE materials; a report on the development and implementation of CICERO at the Open University for distance learning is included. Projects described in brief reports include a university educational technology center, simulations for medical training, business applications, providing feedback in very large classes, CAI for the deaf, and CAI at several educational levels. Some papers include brief bibliographies. (RAO)

ED 175 468 IR 007 641

Beaubien, Anne K.

Bibliographic Instruction within Library and Discipline Associations: A Survey of Contact Persons and Committees.

Association of Coll. and Research Libraries, Chicago, Ill.
Pub Date-79
Note-31p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Committees, *Directories, Instructional Programs, *Library Associations, *Library Instruction, *Professional Associations, *Questionnaires

The Committee on Cooperation of the Association of College and Research Libraries, Bibliographic Instruction (ACRL, BIS) devised questionnaires which were sent to library and professional associations in various academic disciplines to identify existing groups concerned with bibliographic instruction. The first questionnaire sent to current chairpersons of all ACRL sections, chapters, and discussion groups, and to other American Library Association (ALA) divisions and selected round tables, indicated that 13 ALA-related units have a committee for instruction. Only two units mentioned a discipline association with an instruction committee. Library associations outside the ALA responded, through the second questionnaire, that three associations have instruction committees or involvement. Nineteen of 74 professional associations in all major disciplines met at least one of the criteria listed in questionnaire three to determine concerns for library instruction and information. Based on these findings, the Subcommittee on Professional Organizations should concentrate on communication and cooperation within ACRL and ALA, initiating contact with discipline associations and establishing a joint committee with SLA. Detailed survey results include addresses and contact persons for programs identified; the three questionnaires are appended. (CWM)

Rogers, Raymond

A Multiple Regression Analysis of the Variables from the CGP Test upon GPA.

Pub Date-Jun 79
Note-27p.; Graduate Seminar Paper, Northeastern University
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Tests, Community Colleges, Females, *Grade Point Average, Junior Colleges, *Junior College Students, Males, Multiple Regression Analysis, Predictive Ability (Testing), *Predictive Measurement, *Predictor Variables, Reading Tests, Student Motivation, Student Placement, *Student Testing
Identifiers-*Comparative Guidance and Placement Program

Prior to attending Mount Wachusett Community College, Massachusetts, all freshmen are required to undertake a Comparative Guidance and Placement (CGP) test which yields raw scores in reading, sentences, math, and academic motivation. Based on the scores on the continuous independent variables measured by the CGP test and the dichotomous independent variables of sex, level of math test selected by the student, and the type of program (career or transfer), a study was conducted to investigate the relationships, strengths, and significance of the variables in predicting student grade point average (GPA) after one semester's work. All of the variables from the CGP test were found to be significant at the 5% level; the order of importance of the variables in predicting GPA was sentences, academic motivation, reading, math, sex, and type of math test. With the data factored by program and sex, the regression analysis yielded no most important variable. Female students earned significantly higher GPA's than did their male counterparts. Career students, whether male or female, earned higher GPA's than did those enrolled in transfer curricula. A review of the literature and the raw data are included in the study report. (AYC)

ED 175 620 RC 011 615

Steiner, Stan
The Mexican Americans.
Minority Rights Group, London (England).
Report No.-MRG-39
Pub Date-Feb 79
Note-24p.; Not available in hard copy due to publisher's preference
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American History, American Indians, *Civil Rights, Cultural Pluralism, *Culture Conflict, Futures (of Society), Justice, Land Settlement, Mexican American History, *Mexican Americans, Mexicans, Rural Population, *Social Discrimination, *Social History, Spanish Americans, *United States History, Urban Population
Identifiers-*Chicanos, Culture Preservation, Mestizos

For more than 400 years the ancestors of the Mexican American have contributed to the spiritual and material wealth of this land, yet recognition of their cultural and national rights has been slow to come. Like the American Indians, Chicanos can claim, ``We did not come to America, America came to us''. As a conquered people, they have been repressed by the dominant society. Mexican Americans can trace their ancestry back to the Spanish conquistadores who subjugated the Aztec. From the blending of the two cultures came the Mestizo population. It was the Mestizos and Mexicans, rather than the Spaniards, who settled the American Southwest; but most of the millions of acres of rich lands granted by the Spanish Land Grants were lost after the U.S. victory in the Mexican American War. Some Mexican Americans worked as laborers on the large farms or ranches; others migrated to the cities and settled in the barrios. From within the barrios has come the growth of the Chicano movement, which protests against the status quo and its social institutions and seeks to establish Mexican Americans as part of the social and political structure of the nation. Mexican Americans today number between 7 to 12 million and will soon be the largest minority in America. Their future depends on how they define their national identity and the direction they choose to take as a national minority. It also depends on how the nation itself chooses to define the political and constitutional union that binds our culturally pluralistic people together. (DS)

CSMP Mathematics for the Intermediate Grades Part II, Teacher's Guide. The Languages of Strings and Arrows. Geometry and Measurement. Probability and Statistics. Experimental Version.

Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-77
Note-325p.; For related documents, see SE 027 875-893; Not available in hard copy due to copyright restrictions; Contains colored charts and activities which may not reproduce well
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Guides, *Elementary School Mathematics, Geometry, *Instructional Materials, Intermediate Grades, Mathematical Logic, *Mathematics Curriculum, Mathematics Instruction, Measurement, Probability, Rational Numbers, Statistics, Textbooks, Workbooks
Identifiers-*Comprehensive School Mathematics Program

This guide represents the final experimental version of a pilot project which was conducted in the United States between 1973 and 1976. The ideas and the manner of presentation are based on the works of Georges and Frederique Papy. They are recognized for having introduced colored arrow drawings (papygrams'') and models of our numeration system (the Papy minicomputer'') into the teaching of mathematics at the elementary and secondary level in Belgium. This program follows the spiral approach.'' An explanation is provided of the languages of strings and arrows or classification and relations. This guide emphasizes functions as well. The String Game is presented as a means of using sets to stimulate logical thinking. Geometry, Measurement, Probability, and Statistics comprise the latter half of the guide. (Author/SA)

Friedman, David H.

I Bet You Thought....

Federal Reserve Bank of New York, N.Y.
Pub Date-Dec 77
Note-36p.
Available from-Public Information Department, Federal Reserve Bank of New York, 33 Liberty Street, New York, New York 10045 (free)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, *Banking, Concept Formation, Credit (Finance), Economic Development, *Economic Education, Economics, Federal Regulation, Financial Policy, *Financial Services, Government Role, Instructional Materials, *Money Management, *Money Systems, Purchasing, Secondary Education, United States History
Identifiers-*Federal Reserve System

The booklet lists and dispels 14 economic myths through a discussion of money, economic concepts, and the Federal Reserve System. The objective is to help secondary students or adults understand the economic system as related to money and banking. Topics focus on money, banking, gold and silver, credit, government role, financial concepts, and interest. For these topics historical background information is provided, terms and concepts are defined, relationships between government and the banks are pointed out, Federal Reserve functions and operations are outlined, and various types of banks are compared. Sample myths include Money is simply coin and paper currency,'' Gold and silver are the only perfect monies,'' The Government reduces money's value by printing too much currency,'' Checks are money,'' Banks are part of the Government,'' All banks are the same,'' Wall Street banking interests established the Federal Reserve and control monetary policy,'' The Federal Reserve controls the amount of currency in circulation,'' and Banks borrow money from the Federal Reserve at the discount rate and lend the funds at a higher rate to make profit.''

Cartoon drawings illustrate the concepts discussed. (CK)

ED 175 849 SP 014 686

Washburn, David E.

Ethnic Studies, Bilingual/Bicultural Education and Multicultural Teacher Education in the United States: A Directory of Higher Education, Programs and Personnel. Volume III.

Bloomsburg State Coll., Pa. Multicultural Education Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-368p.; For related documents, see SP 014 684-687
Available from-Inquiry International, Publications Division, 7711 Windswept, Houston, TX. 77063 ($14.95)
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bilingual Education, Cultural Awareness, *Ethnic Studies, Faculty, Intercultural Programs, Interinstitutional Cooperation, *Postsecondary Education, Program Content, *Program Descriptions, Teacher Education
Identifiers-Elementary Secondary Education Act Title IX

This directory, the third of four volumes devoted to the description and tabulation of multicultural programs offered within the United States on the postsecondary level, continues the listings of ethnic studies programs from Volumes One and Two. The listings are organized according to both ethnic group and state, beginning with Michigan and ending with Ohio. Volume Three continues the tally of schools that offer: a concentration; an undergraduate major or minor; an associate's, master's, or doctor's degree and/or a certificate. Page number references for the more detailed information offered at the end of the volume are also provided. Specifics of that information include faculty listings, student participation figures, and curriculum breakdown of each ethnic studies program. (LH)

ED 175 874 TM 007 669

Folsom, Ralph E., Jr.
Variance Components for NLS: Partitioning the Design Effect.
Research Triangle Inst., Durham, N.C.
Pub Date-Jan 75
Note-25p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Analysis of Variance, Cluster Analysis, Followup Studies, Graduate Surveys, High School Graduates, Longitudinal Studies, *Mathematical Models, *National Surveys, Probability, *Research Design, *Research Methodology, *Sampling, *Statistical Surveys, Weighted Scores
Identifiers-*National Longitudinal Study High School Class 1972, Stratified Sampling

This memorandum demonstrates a variance components methodology for partitioning the overall design effect (D) for a ratio mean into stratification (S), unequal weighting (W), and clustering (C) effects, so that D WSC. In section 2, a sample selection scheme modeled after the National Longitudinal Study of the High School Class of 1972 (NKS) sample is described. In section 3, variance components are defined which can be used to model the variance of an NLS sample total. A second set of components are defined which parallel the appropriate NLS components with the exception that all effects of unequal weighting are removed.

That is, components are estimated as if schools were allocated to final strata strictly proportional to the actual student population per stratum: as if the actual student enrollments were used to assign school size measures; and finally, as if there was no nonresponse. In section 4, sample mean squares are presented for estimating the components defined in section 3. Section 4 translates the components definitions developed for sample totals in to the associated components for a domain mean. In the final section, various functions of variance components and sample size parameters are presented for estimating the effects W,S, and C. (Author/CP)

ED 175 894 TM 008 710

Henerson, Marlene E. And Others
How To Measure Attitudes. Program Evaluation Kit, 5.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-184p.; For related documents, see TM 008 703-709
Available from-Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212 ($7.95 ea.; complete set, $49.95, plus $1.50 postage and handling)
Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Affective Objectives, Affective Tests, *Attitude Tests, Classroom Observation Techniques, Data Analysis, Data Collection, Evaluation Methods, Informal Assessment, Interviews, *Measurement Techniques, *Program Evaluation, *Questionnaires, Rating Scales, Records (Forms), Sociometric Techniques, *Test Construction, Test Reliability, *Test Selection, Test Validity

Most of the information in this booklet is useful for both formative and summative evaluations. The booklet offers information to help the evaluator develop skills in designing and using instruments to measure affective objectives or attitudes. The chapters cover: (1) an introduction to the measurement of attitudes and attitude change; (2) essential preliminary questions; (3) selection of approaches to collecting attitude information; (4) location of existing measures; (5) development of questionnaires; (6) development of attitude rating scales; (7) Development of interviewing techniques; (8) assessment of the need for and development of written report requests; (9) the design of observation procedure; (10) development of sociometric instruments; (11) reliability and validity of the measures; and (12) suggestions for summarizing, analyzing, and displaying the data. (MH)

ED 175 914 TM 009 554

Olsen, Scott A.

An Investigation of Possible Test Floor Effects By Comparing Score Distributions for Students Tested With Two Different Levels of a Test Battery at Four Different Times Over a Two-Year Interval. Iowa Testing Programs Occasional Papers. Number 24.

Iowa Testing Programs, Iowa City.

Pub Date-May 79

Note-110p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Achievement Gains, *Achievement Tests, Compensatory Education Programs, Elementary School Mathematics, Intermediate Grades, Program Evaluation, Reading Achievement, *Scores, Standardized Tests, *Statistical Bias, Testing Problems, Test Interpretation

Identifiers-Comprehensive Tests of Basic Skills, *Floor Effects, Out of Level Testing

When a program evaluation is conducted on the basis of gains made in standardized achievement test scores between a pretest and a posttest, serious bias can result where a floor effect exists on one or both of the test levels. Based upon the expanded standard scores on the Comprehensive Tests of Basic Skills from three successive regular spring test administrations and a special mid-period out-of-level test administration, this study examined score distributions for schools in a large city school system to determine if their compensatory program evaluations were biased by a floor effect. The distributions were examined for changes in location, variation, and skewness as students moved across time, taking different levels of the test at different times. The pattern of distributional characteristics for both reading and mathematics over the four testing periods indicated that a floor effect was quite unlikely to bias group comparisons in the upper elementary grades under study (grades 5 and 6). (Author/CP)

ED 175 665 SE 028 653

Kalman, Karl, Ed.
Supplementary and Enrichment Series: The System of Vectors. SP-6.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-64
Note-56p.; For related documents, see SE 028 648-675; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum, *Enrichment, *Geometry, *Instruction, Mathematical Applications, Mathematics Education, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials
Identifiers-*School Mathematics Study Group, *Vectors (Mathematics)

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series is designed to make material for the study of topics of special interest to students readily accessible in classroom quantity. Topics covered include directed segments, applications, components, and inner products. (MP)

ED 175 381 HE 011 685

Bauer, Robert O.

Small Business Goes To College. College and University Courses in Small Business Management and Entrepreneurship.

Small Business Administration, Washington, D.C.

Pub Date-78

Note-88p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 045-000-00159-0)

Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Business Administration, *Business Education, Business Education Teachers, Cost Effectiveness, *Course Descriptions, *Curriculum Development, Departments, Educational History, Higher Education, Institutional Characteristics, Instructional Materials, *Management Education, Student Interests, Teaching Methods

Identifiers-*Entrepreneurship, Small Business Administration

The movement of small business management courses into college and university curricula is discussed. The present state of small business management courses, the objectives of the courses, the variety of courses being offered, and teacher and student reaction to the courses are examined. A historical overview of small business courses at higher education institutions is presented, and the role of the Small Business Administration in the rapid increase of small business course offerings is noted. Seven course objectives in small business education programs are outlined and briefly described. The large variety of small business management courses, various teaching techniques, and course formats are investigated. A list of suggested texts and course materials for use in small business courses is included. Experiences at various small business programs in several institutions are presented and include both student and faculty opinions. Appended is a list of schools offering courses in small business management and entrepreneurship. (SF)

ED 175 547 PS 010 826

Miller, Samuel D.
Musical Nurture in the Early Years of Children.
Pub Date- 77
Note-13p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aesthetic Education, *Creative Expression, Early Childhood Education, Family Environment, *Infants, *Music Appreciation, Music Education, *Preschool Children

Children are naturally musical and should be musically educated. Music provides a unique way for children to grow intellectually, emotionally and socially. Music fulfills an inner drive to express feelings and experiences in a symbolic, abstract, creative, and acceptable manner which is positive and valued. Musical nurture should begin within the home environment at birth and continue in nursery school and kindergarten. It should be centered around two basic goals: (1) to increase significantly the enjoyment and basic response to music through beautiful, appealing and imaginative experiences, and (2) to help children formulate basic concepts about the constituent patterns of the sound experienced. The first of these goals is most important. Musical nurture and learnings may be developed through enjoyable and attentive listening experiences, performance with instruments (including singing), and the creation of original compositions, effects, accompaniments, and other related activities including free interpretive dance and movement. The most significant of these activities is listening. Children from roughly 4 to 6 years of age are capable of learning a vast number of additional basic concepts about music. Learning of rhythmic, melodic, instrumentation, harmonic, dynamic and textural concepts is best facilitated through a combination of listening, performing and creating experiences. Children should be given the opportunity to grow musically in their early years, when much can be achieved easily and naturally. (Author/RH)

ED 175 694 SE 028 682

Schaaf, William L., Ed.
Reprint Series: Computation of Pi. RS-7.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-67
Note-37p.; For related documents, see SE 028 676-690
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum, *Enrichment, *History, *Instruction, Mathematics Education, *Number Concepts, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials
Identifiers-*School Mathematics Study Group, *Summation (Mathematics)

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series makes available expository articles which appeared in a variety of mathematical periodicals. Topics covered include: (1) the latest about pi; (2) a series useful in the computation of pi; (3) an ENIAC determination of pi and e to more than 2,000 decimal places; (4) the evolution of extended decimal approximations to pi; and (5) the calculation of pi to 100,265 decimal places. (MP)

ED 175 722 SE 028 805

O'Neal, Allan M., Jr., Ed.
Environmental Education Curriculum Materials (7-12).
Bear Creek Watershed Environmental Education Project, Russellville, Ala.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-74
Grant-G007407358
Note-191p.; Contains colored pages which may not reproduce well
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Art Education, *Curriculum Planning, English Education, *Environmental Education, *Interdisciplinary Approach, Mathematics Education, Outdoor Education, Physical Education, Science Education, *Secondary Education, Social Studies
Identifiers-Energy Education

This collection of teacher-developed material is designed to integrate environmental education into various disciplines taught in public schools. Units contain an overview, list of needed materials and equipment, background information, description of the activity, and discussion of related activity or a list of questions pertinent to the unit. (RE)

ED 175 762 SO 011 927

The Educational System in the Federal Republic of Germany.
College Entrance Examination Board, New York, N.Y.
Spons Agency-Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.
Pub Date-79
Note-154p.
Available from-College Board, Publication Order Office, Box 2815, Princeton, New Jersey 08541 ($7.00)
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Admission Criteria, Career Education, College Admission, *Comparative Education, Educational Finance, Educational Legislation, *Educational Objectives, *Educational Planning, *Educational Practice, Elementary Secondary Education, Foreign Countries, Higher Education, Student Characteristics, Teacher Education, Vocational Education
Identifiers-West Germany

The overview of West Germany's educational system emphasizes administration, organization, admission criteria, objectives, and career training programs. The document is presented in five chapters. Chapter I focuses on various aspects of planning for and administering elementary, secondary, and higher education, with particular attention to (1) areas of jurisdiction, and (2) functions of various planning bodies. Chapter II describes general education schools, vocational schools, and special schools for students with physical, mental, and emotional handicaps. Chapter III focuses on vocational education outside the schools. Topics discussed include on-the-job training, vocational training centers, home training programs, employers associations, and chambers of commerce. Chapter IV specifies qualifications for admission to institutions of higher education. Various types of examinations and criteria are identified, including those which apply to foreign students and hardship cases. Chapter V examines types of higher education institutions, including universities, teachers colleges, art schools, music schools, junior colleges, and technical schools. The document concludes with appendixes presenting curricula of various programs, tabular information regarding structure of the educational system, and listings of degrees offered in various disciplines. (DB)

Memorandum to Chief Executive Officers of Postsecondary Education Institutions in New York State, No. 3.

Spons Agency-New York State Education Dept., Albany.
Pub Date-Jan 76
Note-30p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Policy, *Change Strategies, *College Planning, Curriculum Development, Degree Requirements, Departments, Evaluation Methods, Government School Relationship, Higher Education, Legal Responsibility, *Master Plans, Multicampus Colleges, Program Development, Program Planning, *Program Validation, State Departments of Education, *State Universities
Identifiers-*State University of New York

Various activities related to program registration, master plan amendment, and charter amendment requirements of the Regents of the University of the State of New York are described. The conditions that warrant each kind of activity and the necessary processes and steps are examined. Program registration (approval of a course of study) is explained and references to the Commissioner's Regulations are provided. Changes in the direction of the institution, the academic programs it offers, and the clientele it serves, require amendments to an institution's master plan. These changes include alterations in curriculum, courses of study, and degree requirements. Exceptions to these requirements are also detailed. Situations that require charter amendments are also discussed. Appended are: information to be submitted for registration of new general academic course programs; supporting information to be submitted for programs requiring master plan amendment; HEGIS classifications of academic subdivisions; and examples of situations requiring master plan amendment, charter amendment, and/or registration. (SF)

ED 175 402 IR 007 565

The Role of the Institutional Library Consultant. Proceedings and Sampler of Materials from a Workshop Held in Reno, Nevada, October 9-11, 1979.

Institutional Library Consultants, Carson City, Nev.
Spons Agency-Western Council of State Libraries, Inc., Carson City, Nev.
Pub Date-Oct 79
Note-73p.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Role, Community Agencies (Public), *Consultants, Financial Support, *Institution Libraries, Library Administration, Library Programs, *Library Services, Management Education, Private Agencies, State Agencies

The role of the institutional library consultant is explored in these proceedings of a workshop examining consultant work with administrators of various agencies, funding sources for institutional library service programs, management, and such aspects of library service areas in institutions as architecture, design, utilization of space, bibliotherapy, censorship, and legal and medical information. Patterns of organization, staffing, personnel, standards, training, evaluation of services, budget planning and preparation, and effective communications between consultant and institutions are the managements issues considered. The proceedings consist of in depth reports on the panel presentations, and briefer reports on the work of groups based on the reports of recorders of group sessions and the editing of verbatim tapescripts of the formal presentations. Participant comments evaluating the workshop are included, along with a directory of institutional library consultants. Samples of preworkshop preparation materials and materials disseminated at the workshops are also provided. (CWM)

ED 175 425 IR 007 589

Parlato, Salvatore J., Jr., Comp.
Films on Deafness.
Rochester School for the Deaf, N.Y.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-79
Note-71p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Audiometric Tests, Communications, *Deaf, *Deaf Education, *Films, Hearing Conservation, Multiply Handicapped

This filmography on deafness, which contains summaries of 192 16mm films arranged in alphabetical order by title, covers a wide variety of topics as evidenced by the categorical title index: communication, the nature of deafness, detection and measurement of deafness, education and training, multi-handicaps, and noise pollution. Running time, date of production, and color/b&w are indicated, and a directory of sources is provided. (RAO)

ED 175 528 PS 010 793

Hutchins, Vince L.

Improving Infant Health.

Pub Date-Mar 79

Note-13p.; Paper presented at the Annual Congress of the Illinois Association for Maternal and Child Health (23rd, Champaign, Illinois, March 23, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Federal Aid, *Health, *Health Programs, *Improvement, *Infant Mortality, National Programs, Perinatal Influences

This speech sketches a picture of post-natal health care in the United States, circa 1979. Between 1970 and 1976, post-natal infant deaths in the first week after birth dropped 32%. During the same period, the post-neonatal decline was just 12%. Statistics are presented which highlight areas of concern. Variation across states, high incidence in large cities, variation across countries, and the relatively high incidence of infant mortality in the United States are indicated. Figures related to birth hazards of black infants and mothers are given. Morbidity associated with the statistical picture is discussed in terms of an 18-year longitudinal study of two cohorts of births on the island of Kauai. In this study it was found that the reproductive and environmental infant casualties in Kauai amounted to about one-half of those infants conceived and about one-third of the live-born. Federal sources of health funds related to perinatal services are listed. Information relevant to grant application is provided. The presentation concludes with general information related to the improvement of health care services, an increase in available funds, and mandatory functions of the Health Services Administration. (Author/RH)

ED 175 584 RC 011 313

Villarreal, Oscar L.

Texas Migrant Council, Inc.

Texas Migrant Council, Inc., Laredo.

Note-12p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Agency Role, Child Abuse, Early Childhood Education, Educational Programs, Employment Opportunities, Health Services, Job Training, Mexican Americans, Migrant Adult Education, Migrant Children, *Migrant Education, *Migrant Worker Projects, Migrant Youth, Mobile Educational Services, *Vocational Education

Identifiers-Project Head Start, *Texas Migrant Council

Operating various programs, the Texas Migrant Council, a multi-service agency, administers assistance to migrants during their stay in their home base state, as well as on their migrant trek. Its Head Start program serves mobile migrant children from the ages of 0 to 5 and gives continuity of services by following them to the northern states during the summer months. The program also seeks to hire staff from the migrant population and develop a strong training program that will aid them in their career development. Nutrition and health services are provided. The Home Start program helps parents teach at home what head start teachers offer in classrooms. Nutrition, health, education and social-psychological services are rendered to the whole family. The Human Development Program initiates new services or adapts existing services and brings them together to meet the families' comprehensive needs. The Council offers a training program for migrant health aides, and a CETA (Comprehensive Employment Training Act) program that enables a migrant to decide on new employment goals and to receive the services that will enable him to fulfill his plan. The Teen Start program provides two teen centers where young people can spend their leisure time engaging in constructive activities to fully develop their individual capacities and alienate them from a potential delinquency environment. A Child Abuse prevention program is also offered. (DS)

ED 175 603 RC 011 587

Lacy, William B. And Others

Clients, Colleagues, and Colleges: Perceived Influences on Extension Agents.

Pub Date-23 Aug 79
Note-29p.; Paper presented at the Rural Sociological Society meeting (Burlington, Vermont, August, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accountability, Agency Role, *Environmental Influences, *Extension Agents, Higher Education, *Organizational Theories, Program Evaluation, Questionnaires, Researchers, Research Problems, Research Utilization, *Role Perception, *Rural Extension, University Extension, Youth Agencies
Identifiers-Kentucky

The recent conceptualization of organizations as ``open'' adaptive systems rather than ``closed'' systems has lead to increased interest in the relationship between the organization and its significant environmental influences. In order to study the perceived sources of internal (organizational) and external (environmental) influence on Agricultural Extension Programs, County Extension Agents throughout Kentucky were asked to complete a six-page questionnaire in which they rated the actual and ideal extent of influence exerted by eleven groups having the potential to affect their programs. Responses of 349 agriculture agents, 4-H/youth agents, and home economics agents were compared. All agents saw their respective client groups as having the most influence on their programs; county extension councils were ranked second and college administrations, third. Only agriculture agents saw research faculty as having an important influence on their program. The ideal-actual comparisons showed that 4-H and home economics agents wanted research staff to have a greater influence on their work and that all three agent groups felt the actual influence of college administrations was greater than ideal. This research has implications for several Extension policies including agent accountability and the relationship between Extension and the research activities of the Land Grant University. (JH)

ED 175 666 SE 028 654

Kalman, Karl, Ed.

Supplementary and Enrichment Series: The System of Vectors. Teachers' Commentary. SP-7.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-64
Note-38p.; For related documents, see SE 028 648-675
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Curriculum, *Curriculum Guides, Enrichment, *Geometry, *Instruction, *Mathematical Applications, Mathematics Education, Physics, Secondary Education, *Secondary School Mathematics
Identifiers-*School Mathematics Study Group, *Vectors (Mathematics)

This is one in a series of manuals for teachers using SMSG high school supplementary materials. The pamphlet includes commentaries on the sections of the student's booklet, answers to the exercises, and sample test questions. Topics covered include directed line segments, applications to geometry, vectors and scalars, components, inner product, applications of vectors in physics, and vectors as a formal mathematical system. (MP)

ED 175 824 SP 014 515

Kanaga, Kim R.

The Evaluation of a Training Program for Undergraduate Teaching Assistants.

Pub Date-May 79
Note-35p.; Paper presented at the International Communication Association Conference (Philadelphia, Pennsylvania, May 1-5, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Communication Skills, *Educational Programs, Effective Teaching, *Leadership Training, *Program Evaluation, Small Group Instruction, *Teaching Assistants

An evaluation of a leadership training program for teaching assistants was made by examining the teaching effectiveness of a group of trained assistants in contrast to an untrained group. Assessments of the teaching assistant's classroom behavior were made by student volunteers, in their respective classes, at four time intervals during the term. The results suggest that while the training program was in progress, the teaching assistants who participated in it were more closely associated with effective levels of classroom performance than those who did not participate in the program. Trained teaching assistants continued to be more closely associated with effective leadership through the remainder of the year. (Author/JD)

ED 175 381 HE 011 741

Universities: Enrollment and Degrees, 1976.

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.
Pub Date-Jul 78
Note-76p.; Not available in paper copy due to small print
Available from-Post-Secondary Education Section, Education, Science and Culture Division, Statistics Canada, Ottawa, K1A 0T6, Canada ($1.40)
Language-English; French
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bachelors Degrees, *College Students, Comparative Analysis, *Degrees (Titles), *Departments, Doctoral Degrees, *Enrollment Rate, Females, Foreign Countries, Geographic Distribution, Graduate Study, *Higher Education, Masters Degrees, National Surveys, Specialization, Trend Analysis, Undergraduate Study
Identifiers-*Canada

Full- and part-time enrollment information for Canadian universities during the 1976-77 academic year is tabulated in this report. Information is also presented about degrees, diplomas, and certificates granted at the institutions in 1976. Data were collected from two surveys of all degree-granting institutions in Canada and are presented in two parts. Series A presents information on 1976-77 enrollments by province, registration status, institution, level (bachelors, masters, doctoral), program of study, age, and marital status. Summer enrollment figures for 1976 are also provided. Series B tables contain data on degrees, diplomas, and certificates awarded in 1977 by province, institution, level, sex, specialization, and field of study. Total university enrollment in 1976-77 (563,310) indicates an increase of 2.0 percent over 1975-76. Both full- and part-time enrollments increased. The number of women students also increased in 1976-77. Annual variations in degree levels; geographic distribution; and distribution by program of study, student citizenship, and specialization are also discussed. (SF)

California Community Colleges. Instructions for Reporting Courses on Data Collection Form CCC-456.

California Community Colleges, Sacramento.

Pub Date-11 Jan 79
Note-30p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges, Course Content, *Course Descriptions, Course Evaluation, Course Objectives, *Courses, *Data Collection, *Definitions, *Junior Colleges, Noncredit Courses, Records (Forms), State Surveys
Identifiers-*California

This set of descriptive instructions explains and defines each of the 19 elements of the Chancellor's Office Course Reporting and Data Collection Form (CCC-456), with the intent of providing the completer with a sense of the philosophical basis of the element. CCC-456 requires such basic information as the course title, semester units, college code, and United States Office of Education code. More complex elements of the form include the following: (1) course classification by level within the educational sequence; (2) type of noncredit course as defined by California Administrative Code, Title 5; (3) special program identifier for courses that are part of a special program as defined by the Education Code, Title 5, or the Labor Code; (4) combined course activities field to identify course activities specified in the Education Code and Title 5; (5) primary method of course evaluation; (6) primary teaching materials used; (7) method of instruction, reflecting educational technology and the use of facilities, equipment, and aides; (8) the method of demonstration of need for the course; and (9) the three most important course objectives drawn from a taxonomy with four sections general knowledge, specialized knowledge, skill development, and personal development. A list of the California community colleges, their locations, and their codes is appended. (DD)

ED 175 510 JC 790 500

O'Reilly, Robert R.

Post-Secondary Education for Canadian Police Officers: The Community College.

Spons Agency-Canadian Police Coll., Ottawa (Ontario).

Pub Date-Nov 77

Note-110p.; Prepared in cooperation with the Canadian Association of Chiefs of Police, Ottawa (Ontario)

Pub Type- Information Analyses (070) - Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Community Colleges, *Educational Assessment, Educational Needs, *Evaluation Criteria, Junior Colleges, *Law Enforcement, National Surveys, *Police, Postsecondary Education, Program Descriptions, Program Evaluation, Universities, *Vocational Education

Identifiers-*Canada

This state of the art report examines the postsecondary educational opportunities of Canadian police officers, specifically within the context of Canadian community colleges. The purpose of the project was to provide police executives with adequate information about the advantages and outcomes of higher education in general and about law enforcement programs available in 35 community colleges in particular. Section I of the report presents background information on police training in Canada, reviews police studies and research conducted at Canadian universities, discusses the types of education that are most appropriate for law enforcement officers, and provides definitions of relevant terms and concepts. Section II describes the programs offered in law enforcement at community colleges in six geographical regions in Canada, and also summarizes prior reviews of higher education in law enforcement. Additionally, a set of ten guidelines for evaluating community college law enforcement programs that were developed by the Selection and Training Committee of the Canadian Association of Chiefs of Police are presented and discussed. Section III applies these guidelines to evaluate academic programs offered in various community colleges. Appendices list committee membership and programs offered in Canadian colleges and universities, and present Ontario's program guidelines and a model for police education. (DR)

ED 175 568 PS 010 852

Howes, Carollee Rubenstein, Judith L.

Influences on Toddler Peer Behavior in Two Types of Daycare.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-78
Grant-NIMH-G-1F-31-MH07407-01
Note-31p.; Based on portions of a dissertation submitted to Boston University in partial fulfillment of the requirements for a Ph.D. degree; Shorter versions were presented at the International Conference for Infant Studies (Providence, Rhode Island, 1978) and the Eastern Psychological Association Meetings (Washington, D.C., 1978)
Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age Groups, Comparative Analysis, *Day Care Services, *Educational Equipment, Environmental Influences, *Family Day Care, *Infants, Interpersonal Competence, *Peer Influence, Peer Relationship, Preschool Children, Siblings, Social Behavior, Social Influences, *Socialization, Verbal Communication

Peer social behaviors and interaction were observed in day care centers and family day care homes in order to examine the influences of experience and environment. The naturally occurring behaviors of forty toddlers and their peers were time sampled in day care settings. Day care facilities were community based and varied in group size, age composition, and the number and type of play objects. Experience with preschoolers as siblings or playmates and aspects of the inanimate environment in different day care settings influenced peer behavior. Small, mixed age groups in family day care facilitated talking. Center toddlers with older siblings engaged in more prosocial behaviors. Peer play was more complex when using nonportable objects in day care centers and space relationships in family day care. (Author/RH)

ED 175 695 SE 028 683

Schaaf, William L., Ed.
Reprint Series: Mathematics and Music. RS-8.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-67
Note-28p.; For related documents, see SE 028 676-690
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum, *Enrichment, *Fine Arts, *Instruction, Mathematics Education, *Music, *Number Concepts, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials
Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series makes available expository articles which appeared in a variety of mathematical periodicals. Topics covered include: (1) the two most original creations of the human spirit; (2) mathematics of music; (3) numbers and the music of the east and west; and (4) Sebastian and the Wolf. (MP)

Holmes, Cary W. Tedesco, Paul H.
Teacher's Guide to Canal. The Middlesex Canal: A Role Playing Exercise.
Federal Reserve Bank of Boston, Mass.
Pub Date-75
Note-38p.; For related documents, see SO 011 887 and ED 100 764
Available from-Publication Information Center, Federal Reserve Bank of Boston, Boston, Massachusetts 02106 (free)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Decision Making, Economic Factors, Educational Objectives, Instructional Materials, *Problem Solving, *Role Playing, Secondary Education, Simulation, Teaching Procedures, *Transportation, *United States History
Identifiers-*New England

The document consists of a role-playing game and related teacher's guide designed to illustrate decision-making processes leading to the building of the Middlesex Canal in Massachusetts in 1793. The primary educational objective is to involve students in the decision-making process through role play. The game is designed to facilitate consideration of economic problems preceding construction; known economic, social, and political facts; and a wide range of alternative actions and their consequences. The teacher's guide describes the game, which takes place in 1792 in Boston. The game involves 19 players, whose problem is whether to invest capital in the building of the canal. Teacher and student materials are listed, decision rules are noted, and nine suggestions for orientation are made. The guide includes a checklist intended to measure student data comprehension and interpretation, as well as 14 lead-in questions. The game itself contains one page noting the objective, time, and place, listing the cast, and stating the problem. Materials include 19 profile cards describing each role's vita, nine correspondence, population, and economic cards containing background information, an overview of the geography of the New England region, and a map of 1790 New England. Other relevant documents include a case study of the Middlesex Canal (SO 011 887) and a set of gas station maps of New England to be obtained by the teacher. Teaching with Case Studies'' (ED 100 764) would be helpful in using the material. (CK)

Ridker, Ronald G. Cecelski, Elizabeth W.

Resources, Environment, and Population: The Nature of Future Limits. Population Bulletin, Vol. 34, No. 3, August 1979.

Population Reference Bureau, Inc., Washington, D.C.
Pub Date-Aug 79
Note-47p.
Available from-Circulation Department, Population Reference Bureau, Inc., 1337 Connecticut Avenue N.W., Washington, D.C. 20036 ($1.50, quantity discounts available)
Pub Type- Collected Works - Serials (022) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Depleted Resources, Ecology, Economic Disadvantagement, Economic Factors, Energy, Environmental Education, *Environmental Influences, *Futures (of Society), *Global Approach, Living Standards, *Natural Resources, *Population Growth, Social Indicators, Socioeconomic Influences, Trend Analysis, *World Problems

To determine the current status and possible trends in the balance between global population growth and natural resources, the bulletin examines demands presented by population and economic growth at various periods throughout history. Periods examined are the recent past, the present to the year 2025, and the long term. Factors focused upon include socioeconomic indicators such as health, shelter, food, clothing, leisure time, and life expectancy; trends in market prices; supplies of resources such as aluminum, nickel, copper, cobalt, and oil; ultimate food and energy resource production possibilities; and environmental constraints and risks such as pollution, conflicts over land use, global climate changes, and nuclear proliferation. Data analyzed include World Bank statistics, government reports, Food and Agricultural Organization reports, and journal articles and research studies dealing with economic theories, development, population projections, environmental quality, demographic change, agriculture, and energy. Findings indicate that, generally, the world as a whole has been winning the race between demand and supply as indicated by improvement in socioeconomic indicators, relatively stable resource market prices, and evidence of resource and environmental conservation. The conclusion, however, is that while cessation of population growth does help, it does not by itself constitute a solution to the world's resource problems. (DB)

ED 175 798 SP 012 338

Dullea, Barbara A.

Curriculum Centers in Institutions of Higher Education in New York State and in Selected Midwestern Institutions.

Note-40p.

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Development, *Curriculum Planning, Higher Education, *Information Centers, Library Collections, *Resource Materials, *Special Libraries, Teacher Centers, Teacher Education

The formation, administration, and use of curriculum centers in universities was studied for the purpose of clarifying their objectives and making recommendations for their improvement. These centers contain a specialized collection of materials and equipment designed to aid curriculum development and to provide students who are preparing for a career in teaching with the various materials needed for planning and improving curriculum. The results of a survey conducted in such centers are presented, listing the services and resources available in each. The questionnaire used in the survey is appended. (JD)

ED 175 895 TM 008 735

Rabinowitz, Stanley N. Pruzek, Robert

A Modern Perspective on Some Common Factor Methods: Reinstatement and Rehabilitation of Old Methods for New Purposes.

Pub Date-Oct 78
Note-21p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, New York, October 25-27, 1978); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bayesian Statistics, *Comparative Statistics, Educational Research, *Factor Analysis, *Mathematical Models, Matrices, *Statistical Analysis, Statistical Studies, Tests of Significance
Identifiers-Maximum Likelihood Estimation, *Principal Components Analysis, Whittle (P)

Despite advances in common factor analysis, a review of 89 studies published in four selected journals between 1963 and 1976 indicated that behavioral scientists preferred principal components analysis, followed by varimax or orthogonal rotation. Resultant row sums of squares of factor matrices from principal component analyses of real data sets had a relatively low correlation with similar matrices from the most widely used common factor methods. A slight generalization of Whittle's method of common factor analysis was shown to provide a number of distinctive advantages over component analyses and Joreskog's likelihood methods. Finally, guidelines were provided to assist prospective factor analytic users in deciding when their problems might best be apProached by common factor methods, and when other multivariate structural methods might be more effective or at least complementary. A Bayesian approach to these problems was advocated in this final section. (Author/CP)

ED 175 915 TM 009 555

Dempsey, Jack R. And Others
Generalized Approach for Predicting a Dichotomous Criterion. Interim Report for Period October 1977 through March 1978.
Air Force Human Resources Lab., Brooks AFB, Tex. Occupational and Manpower Research Div.
Report No.-AFHRL-TR-78-84
Pub Date-Feb 79
Note-21p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 671-056/21)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Mathematical Models, Military Personnel, *Military Training, *Persistence, Prediction, *Predictor Variables
Identifiers-Air Force, *Likelihood Function Estimation, *Utility Theory

This report refines and improves upon a conceptual model and a mathematical procedure, based upon a blend of Likelihood Function Estimation (LIFE) and utility theory. Empirical studies conducted by the Air Force Military Personnel Center in 1975 and 1976 have shown that the LIFE procedure can be very useful in the prediction and study of dichotomous behavior, e.g., predicting attrition/success of a trainee in an Air Force Training program. The technique has been previously used to study attrition from the United States Air Force Academy and Basic Military training. By generalizing the LIFE technique it can be applied to the situation of studying and predicting any dichotomous dependent variable. Currently, the Air Force Human Resources Laboratory is continuing studies of the procedure to compare its usefulness to other mathematical methods. (Author)

ED 175 428 IR 007 590

Reigeluth, Charles M. And Others
Final Report on the Structural Strategy Diagnostic Profile Project.
Courseware, Inc., San Diego, Calif.
Spons Agency-Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-UDI-H-704
Pub Date-Jul 78
Contract-CW-0245-31; N00123-76-C-0245
Note-155p.; For a related document, see IR 007 591
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Electronics, *Instructional Design, *Instructional Improvement, *Instructional Systems, *Military Training
Identifiers-Elaboration Model of Instruction, *Elaboration Theory

The Structural Strategy Diagnostic Profile Project developed the elaboration model of instruction as a superior alternative to standard instructional sequencing based on hierarchical task analysis. The theory construction phase, the first of two phases, identified the instructional variables, postulated cause-effect relationships, and proposed optimal configurations of instructional conditions and methods through the construction of a model (or theory); the second phase included the application of the instructional model to the design of a course in a subject-matter area and the development of procedures for implementing this model in the design of new instruction. Four major products of the project are described: (1) an instructional model for sequencing, synthesizing, and summarizing related parts of a subject matter; (2) a taxonomy of the variables that are included in the model; (3) a set of procedures for designing instruction, based on the instructional model; and (4) a 'blueprint' illustrating the application of those procedures for the redesign of the Navy's Basic Electricity and Electronics course. (RAO)

Mission of the Future. Proceedings of the Annual Convention of the Association for the Development of Computer-Based Instructional Systems. Volume II: Special Interest Groups (San Diego, California, February 27 to March 1, 1979).

Association for the Development of Computer-based Instructional Systems.
Pub Date-Mar 79
Note-472p.; Legibility varies; For related documents, see IR 007 614-616
Available from-Western Washington University, Bellingham, Washington 98225 (3 Volumes, $30.00)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Computer Assisted Instruction, Computer Managed Instruction, *Deaf Education, *Elementary Secondary Education, Flight Training, *Health Education, *Junior Colleges, Man Machine Systems, Military Training
Identifiers-PLATO

The second of three volumes of papers presented at the 1979 ADCIS convention, this collection includes 37 papers presented to four special interest groups computer based training, deaf education, elementary/secondary education/junior colleges, and health education. The eight papers on computer based training describe computer graphics, computer supported graphics, and simulations in military training; CBI in flight instruction; a new self-paced course on BASIC language programming; and CMI in vocational education. The ten papers scheduled for the educators of the deaf are concerned not only with projects for teaching language/communication and writing skills to the deaf, but with access to CAI for the blind and visually handicapped, and programs in special education. Projects described for the elementary/secondary/junior colleges group focused on curriculum development, classroom applications, CAI in special education, attitudes of high school students toward the computer, CMI in a large school system, a program for functionally illiterate adults, and a survey course in computer science in a community college. The health interest group heard nine papers on various aspects of medical training using CAI, simulations, computerized tests, and a set of computer self-evaluation units designed to accompany a physiology course. Some papers are illustrated with flow charts and diagrams and/or include brief bibliographies. (RAO)

ED 175 469 IR 007 642

Cancer Information in the Workplace: Education Materials for the Public and the Health Professional.

National Cancer Inst. (NIH), Bethesda, Md.
Report No.-DHEW-NIH-79-2001
Pub Date-May 79
Note-59p.
Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Health Conditions, Health Needs, *Health Personnel, Information Needs, *Information Sources, Instructional Materials, *Occupational Diseases, *Public Health, Special Health Problems, Work Environment

This document is an annotated compilation of citations to materials on occupational carcinogens, as well as on agencies and data bases dealing with the topic, which are available for use in public, worker, and professional education programs. The bibliography is intended to assist health educators, industrial hygienists, and health care providers in identifying and selecting appropriate educational materials. The criteria for selection were availability and currency; items produced before 1970 were not considered timely. Materials can be obtained from the sources listed. Six computerized data bases are described and 13 Committees on Occupational Safety and Health (COSH) and 10 Educational Resource Centers of the National Institute for Occupational Safety and Health (NIOSH) are listed with addresses and telephone numbers. Author, title, and subject indexes are provided. (Author/CWM)

ED 175 548 PS 010 828

Cunningham, Dorothy, Comp.

Preschool Curriculum: A Child Centered Curriculum of Concepts and Activities Including All of the CDA Functional Areas Bi-lingual and Home Activities.

Wyoming Univ., Laramie. Coll. of Education.
Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-Jun 79
Note-310p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Basic Skills, Bilingual Education, *Class Activities, Cognitive Development, Early Childhood Education, Emotional Development, *Enrichment Activities, Preschool Children, *Preschool Curriculum, Reading Skills, *Resource Units
Identifiers-*CDA, Child Development Associate

This preschool resource curriculum, intended for use in a Head Start center, was written to correspond with a work plan and curriculum for children 3 to 5 years of age. The units included in the curriculum guide are aimed at integrating growth experiences with the learning of basic skills. Each of the 16 units contains material related to each of the CDA functional areas, as well as bilingual activities, and emphasis is given to affective as well as cognitive activities. Activities provided are intended for use with small and large groups. Each unit provides cultural activities to promote pride in ethnic background and race. Most units include suggestions for activities that children can do at home with their parents plus references to resources such as books, records and films, many available in Spanish. Names of units included are: About Me; Nursery Rhymes; The Senses; Plants; Transportation; Children of Other Lands; Birds, Spiders, Insects and Worms; Community Helpers; Animals; The Farm; Circus; Sea Life; Seasons; Holidays; Free Play; and Pre-Writing. In addition to activities, most units include preassessment and postassessment materials and general unit objectives. (Author/RH)

Oklahoma Title I Migrant Education Handbook, 1979.

Oklahoma State Dept. of Education, Oklahoma City.
Pub Date-79
Note-66p.; For related document, see ED 115 434
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Finance, Elementary Secondary Education, Eligibility, Federal Aid, *Financial Support, Migrant Children, *Migrant Education, Needs Assessment, *Program Development, *Program Planning, Project Applications, *School Role, Schools
Identifiers-*Elementary Secondary Education Act Title I, *Oklahoma

In many respects, the United States itself is the school of the migrant child, and local, state and federal agencies must share the responsibility for educating such children. However, setting up a migrant education program on a local scale is both complicated and technical. The Oklahoma Department of Education designed a handbook that would provide a broad overview of the Migrant Education program in Oklahoma and across the nation and assist local educational agency administrators in determining the feasibility of migrant education programs in their districts. The handbook discusses the importance of migratory workers to the state's economy; the special problems of the migratory child (i.e., lack of stability, low self esteem, and nutritional, medical and dental needs); and the national and state goals of migrant education. A chapter on program participation outlines steps to follow in applying for a project and tells how to plan a migrant project. The handbook discusses advisory committees, needs assessment, identification and recruitment of children, and program needs, and describes resource surveys, the Migrant Student Record Transfer System, performance objectives, program emphasis, and evaluation. A chapter on program implementation explores staff development, use of teacher aides, supportive services, and supplementary educational materials available from the state migrant lab. Appended are copies of the eligibility, enrollment, and program application forms. (DS)

ED 175 642 SE 027 883

CSMP Mathematics for the Intermediate Grades Part II, Teacher's Guide
Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-77
Note-489p.; For related documents, see SE 027 875-893; Not available in hard copy due to copyright restrictions; Contains colored charts and activities which may not reproduce well
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Addition, *Arithmetic, Curriculum Guides, Decimal Fractions, Division, *Elementary School Mathematics, Instructional Materials, Integers, Intermediate Grades, Mathematical Logic, *Mathematics Curriculum, *Mathematics Instruction, Multiplication, *Number Concepts, Rational Numbers, Subtraction, Textbooks, Workbooks
Identifiers-*Comprehensive School Mathematics Program

This guide represents the final experimental version of a pilot project which was conducted in the United States between 1973 and 1976. The ideas and the manner of presentation are based on the works of Georges and Frederique Papy. They are recognized for having introduced colored arrow drawings (papygrams'') and models of our numeration system (the Papy minicomputer'') into the teaching of mathematics at the elementary and secondary level in Belgium. This program follows the spiral approach.'' In this guide, there is a review of some basic numerical activities which stem from the minicomputer. The standard minicomputer moves are reviewed. Several numerical games are given with the intention of providing a review of number concepts. (Author/SA)

ED 175 723 SE 028 806

Bennett, Dean B. Zaitlin, Samuel

Student Study Guide - Water Quality Monitoring Approach to Watershed Studies. Presumpscot River Education Project.

Maine Association of Conservation Commissions, Augusta.; Maine Univ., Portland-Gorham.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date-75

Grant-G007407348

Note-59p.; Contains occasional light and broken type

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Ecology, *Environment, *Environmental Education, *Environmental Influences, Higher Education, *Pollution, *Science Education, Secondary Education, Undergraduate Study, *Water Pollution Control, Water Resources

Identifiers-*Monitoring

This guide is designed for both independent study and class use. It provides the basis for a unit in a science class for the secondary school level. At the undergraduate college level, it provides an outline of activities for a contract as part of an education or science course. The lessons in the guide concentrate on the application of science skills and concepts in identifying and solving water and land environmental problems. (Author/RE)

ED 175 850 SP 014 687

Washburn, David E.

Ethnic Studies, Bilingual/Bicultural Education and Multicultural Teacher Education in the United States: A Directory of Higher Education, Programs and Personnel. Volume IV.

Bloomsburg State Coll., Pa. Multicultural Education Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-303p.; For related documents, see SP 014 684-687
Available from-Inquiry International, Publications Division, 7711 Windswept, Houston, TX. 77063 ($14.95)
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bilingual Education, Cultural Awareness, *Ethnic Studies, Faculty, Intercultural Programs, Interinstitutional Cooperation, *Postsecondary Education, Program Content, *Program Descriptions, Teacher Education
Identifiers-Elementary Secondary Education Act Title IX

This directory, the last of four volumes devoted to the description and tabulation of multicultural programs offered within the United States on the postsecondary level, continues the listings begun in the previous three volumes. This volume lists, in alphabetical order the schools from Oklahoma through Virgin Islands and includes Guam. Volume Four concludes the tally of schools that provide: a concentration; an undergraduate major or minor; an associate's, master's, or doctor's degree, and/or a certificate. Page number references for the more detailed information contained at the end of the volume are also provided. Specifics include faculty listings, student participation figures, and curriculum breakdown for each ethnic studies program. (LH)

ED 175 875 TM 007 687

Moore, R. P. And Others
Efficiency Study of NLS Base-Year Design. RTI-22U-884-3.
Research Triangle Inst., Durham, N.C. Statistics Research Div.
Report No.-RTI-22U-884-3
Pub Date-Nov 74
Note-37p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cost Effectiveness, *Data Analysis, *Efficiency, Followup Studies, Graduate Surveys, High School Graduates, *Longitudinal Studies, *National Surveys, Participant Characteristics, Postsecondary Education, Predictor Variables, *Research Design, *Sampling, Senior High Schools
Identifiers-*National Longitudinal Study High School Class 1972, *Sample Size

An efficiency study was conducted of the base year design used for the National Longitudinal Study of the High School Class of 1972 (NLS). Finding the optimal design involved a search for the numbers of sample schools and students that would maximize the variance at a given cost. Twenty-one variables describing students' plans, attitudes, abilities, and self-concept were selected, and 17 sets of variance components were estimated for each variable. The efficiency of these 357 statistics for each of nine designs of approximately equal cost was computed, to yield an optimal design for all statistics. Optimum designs those with the highest average cost efficiencies were calculated for all statistics, national statistics, and domain statistics (statistics analyzed by sex, race, and father's education). The optimal design for national statistics involves 21 students sampled per school; optimal designs for domain statistics involve 24 white students sampled per school and 30 for blacks, other races, males, females, and father's education. The current NLS design, with 18 students per school, is not far from the optimum. Designs sampling 18 to 30 students per school all have high average efficiencies for both national and domain statistics. (CP)

Postsecondary Issues. Action Agenda for the Eighties.
Governor's Committee on Postsecondary Education, Atlanta, Ga.
Pub Date-Jun 79
Note-63p.; Photographs may not reproduce clearly
Available from-Governor's Committee on Postsecondary Education, Suite 808, 66 Luckie Street, NW, Atlanta, GA 30303
Pub Type- Reports - General (140) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Finance, Educational Improvement, *Educational Opportunities, *Enrollment Trends, Governance, *Government School Relationship, Higher Education, *Postsecondary Education, Private Colleges, Proprietary Schools, Public Education, *State Action, State Aid, State Colleges, State Universities, *Statewide Planning, Vocational Schools
Identifiers-*Georgia

The viewpoints of concerned parties in Georgia are synthesized regarding the postsecondary educational system in the state. Major issues that need to be addressed, and agendas for action in the immediate future are outlined, followed by an overview of postsecondary educational opportunities in Georgia describing the principal characteristics, governance and enrollments of all four postsecondary sectors and briefly summarizes other types of programs available in the state. Detailed issue statements, preceded by a section that describes the process through which the issues were determined, describe major problems (such as the need for efficient and effective use of public resources and the need for effective funding and budgeting), show what, if anything, has been done to remedy them, indicate principal improvements needed, and propose recommendations for action. Appendixes include listings of Georgia colleges and universities (public and private), lists of Georgia public vocational-technical schools, proprietary colleges and schools (state approved in and out of state), out of state colleges located at military bases in Georgia, and a table showing Georgia's public and private collegiate enrollment (1965-78). (Author/PHR)

ED 175 529 PS 010 796

Carter, Candy And Others

An Aide is Not a Maid And Some Other Things Teachers Should Know About Working with Kindergarten Aides.

South Carolina State Dept. of Education, Columbia.

Pub Date-79

Note-23p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication Problems, Occupational Information, *Preschool Teachers, School Aides, *Teacher Aides, *Teacher Responsibility, *Teamwork, *Training, Volunteers

This brief guide for kindergarten teachers shows how teachers and teacher aides can work as a team. Guidelines for selecting new aides and getting acquainted with an experienced aide are provided. A teacher's responsibilities to the teacher aide are listed. An aide's responsibilities, including instruction, management, housekeeping, and clerical, are specified. Teamwork is emphasized. In-service and on-the-job training are discussed. Categories of job-related information which ought to be supplied to aides are listed. What to do about problems of communication and human relations is briefly discussed. (Author/RH)

ED 175 585 RC 011 324

Proposal and Evaluation Guidelines Victorian Country Education Project.

Victoria Education Dept. (Australia).
Spons Agency-Australian Schools Commission, Canberra.
Pub Date-77
Note-27p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Resources, Community Schools, Cooperation, Elementary Secondary Education, *Guidelines, Needs Assessment, Private Schools, *Program Development, *Program Evaluation, *Program Proposals, Project Applications, Public Schools, Rural Areas, *Rural Education, *School Community Relationship, Skills
Identifiers-Australia (Victoria), *Victorian Country Education Project

Cooperation, sharing, and competence are the key ideas in the Victorian Country Education Project, a pilot project to be conducted in a limited number of rural areas in Australia in an effort to overcome problems peculiar to rural schools and communities and to search for new ways to provide those schools and communities with improved educational experiences at reasonable cost. The Project's basic philosophy is that all schools and local communities within a given area should cooperate in the development and implementation of programs which will allow the sharing of local resources and competencies to meet the area's assessed needs. Development of country programs should occur in two stages. Stage I includes selection of an area Project Committee and coordinator, and assessment of area needs and resources. Stage II includes development of area programs based on prioritized needs, submission of the programs to the Planning Committee, implementation, and resources control. Careful evaluation of the process and programs, which will be the basis for future strategies for rural education and will develop local skills, should be conducted continuously by the Project Committee and outside parties (if desired). The booklet contains guidelines for the preparation of program submissions and for program evaluations. (SB)

ED 175 667 SE 028 655

Clark, Ronald J., Ed.
Supplementary and Enrichment Series: Non-Metric Geometry. SP-8.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-64
Note-44p.; For related documents, see SE 028 648-675; Contains occasional light type
Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum, *Enrichment, *Geometric Concepts, *Geometry, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Set Theory, Supplementary Reading Materials
Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series is designed to make material for the study of topics of special interest to students readily accessible in classroom quantity. Topics covered include points, lines, space, planes, segments, separations, angles, one-to-one correspondence, and simple closed curves. (MP)

ED 175 763 SO 011 930

The Macro - Games Course Package.
Heriot-Watt Univ., Edinburgh (Scotland). Esmee Fairbairn Economics Research Centre.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 76
Contract-400-76-0100
Note-192p.; For related documents, see SO 011 931-937; Not available in paper copy from EDRS due to fading ink throughout original document
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Computer Oriented Programs, Concept Formation, *Concept Teaching, Data Analysis, Decision Making, Definitions, *Economic Education, *Economic Factors, *Economics, Higher Education, Inflation (Economics), Models, Multiple Choice Tests, Simulation, Teaching Methods, Unemployment

Part of an Economic Education Series, the course package is designed to teach basic concepts and fundamental principles of macroeconomics and how they can be applied to various world problems. For use with college students, learning is gained through lectures, discussion, simulation games, programmed learning, and text. Time allotment is a 15-week semester. The guide is divided into five parts. Part I describes the package, including educational objectives emphasizing analysis and decision making, course content, teaching techniques, and organization. Part II presents charts for the course management plan. Part III offers four course unit outlines which define, explain, and give examples of basic macroeconomic concepts; a simple model of income and expenditure determination; aggregate demand, unemployment, and inflation; and an expanded model for policy making. An objective question bank for the units contains 39 multiple choice questions. Part IV introduces sample games material, using a simulation model of the economy with the student acting as a policy maker trying to avoid unemployment and inflation. Part V suggests eight student questionnaires and tests, five of which are general and appear in the Micro TIPS-Cases-Programmed Learning Course Package (SO 011 932). The remaining three test macroeconomics knowledge and include a 50-question multiple choice comprehension pretest, a 35-question multiple choice midterm, and a final examination of 19 multiple-choice questions, two cases, and two essays. (CK)

ED 175 799 SP 012 438

Berger, Michael L. Keen, Phyllis A.

Structured Observation Component. Secondary Teacher Education Program.

Pub Date-Oct 77
Note-20p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Environment, *Classroom Observation Techniques, Formative Evaluation, *Group Dynamics, *Interaction Process Analysis, *Lesson Observation Criteria, Lesson Plans, Secondary School Teachers, *Student Teaching, Teacher Behavior, Teacher Education, Teaching Methods

A format is presented for use of student teachers in structuring their classroom observation techniques. Fifteen classroom and school activities are listed with a comprehensive questionnaire accompanying each. These questionnaires guide the student on what behaviors to observe and suggest objective and subjective responses to these behaviors to be considered on the part of the student. The basic purpose of the format is to evoke from the student a consideration of what was actually learned during the observation that will improve personal teaching techniques and abilities. (JD)

ED 175 825 SP 014 542

Schneider, Barbara L.

Identifying Future Research and Training Programs for University-Based Secondary Education Departments.

Northwestern Univ., Evanston, Ill.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date-May 79

Contract-300-79-0250

Note-43p.; Conference held at Northwestern University (Evanston, Illinois, May 1979); Research prepared in cooperation with The Dean's Network

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Case Studies, Curriculum Development, *Educational Research, Evaluation Methods, Feasibility Studies, *Needs Assessment, *Program Development, Program Evaluation, *Research Utilization, *Secondary Education, *Teacher Education

A consortium of 39 schools, colleges, and departments of education along with representatives of the Office of Education convened to study the salient problems in secondary teacher education. Areas of interest included: the working cooperation between administrators and faculty; the development of new curricula despite declining enrollment; the nature and responsiveness of the interface between department and community at large; and the revision of promotion criteria. The feasibility of various preservice training programs and the mechanisms for transposing research data into practical application were also discussed. The role of government and the problems encountered in federal funding were explored. Conferees participated in a series of case studies. Results centered on the use of research, the service component in education, and the teacher evaluation methods discussed earlier in the conference. (LH)

Ashworth, Kenneth H.

Statistical Supplement to the Annual Report of the Coordinating Board, Texas College and University System for Fiscal Year 1978.

Texas Coll. and Univ. System, Austin. Coordinating Board.
Pub Date-Jan 79
Note-361p.
Available from-Coordinating Board, Texas College and University System, P.O. Box 12788, Austin, TX 78711
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Campus Planning, *College Faculty, Community Colleges, Educational Facilities, *Educational Finance, *Enrollment, *Higher Education, Junior Colleges, Private Colleges, Public Education, Research, *School Statistics, State Aid, State Colleges, State Legislation, *State Surveys, State Universities, Student Financial Aid, Teacher Salaries, Teaching Load, Technical Institutes, Upper Division Colleges
Identifiers-*Texas

This supplement to the 1978 Annual Report of the Coordinating Board, Texas College and University System, contains comprehensive statistical data on higher education in Texas. The supplement provides facts, figures, and formulas relating to student enrollments and faculty headcounts, program development and productivity, faculty salaries and teaching loads, campus development, finance, and the student loan program. The information is presented under the following headings: student enrollment data; faculty headcount data; senior colleges; community colleges and continuing education; faculty salaries and teaching loads; physical facilities and campus planning data; formulas for financing higher education; legislative appropriations for higher education; expenditures and sources of funds for organized research; Hinson-Hazlewood College Student Loan Program, Tuition Equalization Grants Program, and State Student Incentive Grants Program; and Coordinating Board expenditures. A list is provided of the public senior colleges and universities; public medical, dental, and allied health units; public community colleges; public technical institutes; independent senior colleges and universities; independent medical, dental, and allied health units; and independent junior colleges included in the system. A cumulative list of publications by the Coordinating Board is also included. (SC)

ED 175 403 IR 007 567

Strehlow, T.H.

The Selective Disseminator of Information (SDI): A New Role for the Librarian?

Pub Date-78

Note-26p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bibliographies, *Information Dissemination, Information Needs, Information Sources, *Institutional Administration, *Librarians, *Library Role, On Line Systems

Identifiers-*Australia, *Selective Dissemination of Information

This article describes the duties of a research librarian appointed to provide a comprehensive information service to the administration of an academic institution. Information, in the sense used here, refers to published information about other institutions and the outside world, not internal data on finance, staff, and students. The resultant service was a selective dissemination of information (SDI) of a corporate nature, that is, a single information service tailor-made to the needs of a small, relatively homogeneous group. It included those subjects which clients had requested and those items which could be important to the development of the institution, whether clients had requested them or not. An unexpected by-product of the corporate SDI was that it was used not only by senior management for current awareness but also retrospectively by the whole institution. As a result, as much as one-third of the time spent on the corporate SDI came to be devoted to bibliographic control. (Author)

ED 175 567 **PS 010 853**

Yawkey, Thomas Daniels

The Effects of Social Relationships Curricula and Sex Differences on Reading and Imaginativeness in Young Children.

Pennsylvania State Univ., University Park. Div. of Curriculum and Instruction.

Spons Agency-Economy Co., Oklahoma City, Okla.

Pub Date-Apr 79

Note-18p.; Portions of this paper were presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Curriculum, Elementary Education, Humanistic Education, *Imagination, *Interpersonal Competence, Kindergarten, Kindergarten Children, *Reading Achievement, *Role Playing, *Sex Differences, *Social Development

This study investigates the effects of social relationships curricula and sex differences on reading readiness and imaginativeness. The subjects were ninety-six 5-year-olds from four kindergarten classrooms. In the pre- and post-assessment phase of the study the children were administered the Gates MacGinitie Reading Readiness Skills Test and the Singer Imaginativeness Inventory. Half of the group of subjects were assigned to experimental and half to control treatments, both involving 15 minutes per day, five days per week for seven consecutive months. The experimental treatment consisted of strategies for developing and using role play with the children and emphasized feelings, concerns and interests of the students, perceptions of the other, cooperation, helping, and individual and social group problem solving through role enactment. The control group of children engaged in individual art and craft activities. Several preliminary analyses were run on pre-test scores. The results of a 2 (treatments) x 2 (sex) analysis of variance indicated no significant main or interaction effects on IQ. The results of F tests (f/max) on treatment-sex conditions (e.g., experimental girls; control girls, etc.) showed non-significant differences between groups on both measures. The main analyses consisted of two 2 (treatments) x 2 (sex) analysis of covariance on reading and imaginativeness measures with post-hoc tests. The results indicated that children in experimental treatments outperformed those in control treatments, girls outperformed boys on reading and imaginativeness, and experimental girls did better than control boys on imaginativeness. (Author/SS)

Schaaf, William L., Ed.

Reprint Series: The Golden Measure. RS-9.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-67
Note-50p.; For related documents, see SE 028 676-690
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum, *Enrichment, *Geometry, *History, *Instruction, Mathematics Education, Measurement, *Number Concepts, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials
Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series makes available expository articles which appeared in a variety of mathematical periodicals. Topics covered include: (1) the golden section; (2) the geometry of the pentagon and the golden section; (3) meet Mr. Tau; and (4) the golden section, Phyllotaxis, and Wythoff's game. (MP)

ED 175 382 HE 011 785

Canada, Ralph And Others
Surviving the First Year of Law School.
Pub Date-78
Note-160p.
Available from-Lord Publishing, 46 Glen Street, Dover, MA 02030 ($6.95)
Pub Type- Books (010) - Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors-Course Descriptions, Court Litigation, Curriculum Design, Due Process, Expectation, Graduate Students, Higher Education, Job Search Methods, Laws, *Law Schools, *Legal Education, *Professional Education, *Study Habits, *Success Factors, *Test Wiseness
Identifiers-*Law Students

Practical experience gained in law school courses by recent Harvard Law School graduates is offered in this handbook. Suggested pre-entrance readings are offered, followed by chapters on: preparing for class; performing in class; changing study methods as the semester progresses; finding a summer job; moot court; preparation for exams; and taking exams. Specific advice is given for dealing with such things as professors' expectations or forming study groups. Illustrative samples of a case marked up for analysis, a short- and long-version brief, and two exams with graded answers (and why the exams were graded differently) are provided. A complete course outline in Civil Procedures a core first-year law school course and exam checklist for the course are also presented. Appended is Some Fundamentals of the Law,'' which includes information on the federal system, the process of litigation, the structure of the courts, law and equity, and common law and statutory law. (LBH)

ED 175 470 IR 007 643

Jackson, Clara O., Comp.

Celebrating the International Year of the Child: Related Bibliography.

Kent State Univ., Ohio.

Pub Date-Apr 79

Note-13p.; Prepared for the 21st School Media Workshop (Kent, Ohio, April 27-28, 1979)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Advocacy, *Children, *Childrens Literature, Childrens Television, Civil Liberties, Comics (Publications), Cultural Background, *Instructional Media, Instructional Programs, Organizations (Groups)

Identifiers-*International Year of the Child

Prepared for a school media workshop held at Kent State University in April 1979, this annotated bibliography on topics related to the International Year of the Child includes publications about children, children's rights, some child advocacy organizations, some sources of information about the United Nations' International Year of the Child, special publications for the year, quality media programs, comics, a sampling of literature and related crafts for children set in many parts of the world, roots, and books and articles dealing with television and allied media. Also provided are sources for other information and a list of additional organizations for radio and television. (JD)

Community College of Vermont Staff Manual for Learning Support Staff.

Community Coll. of Vermont, Montpelier.
Pub Date-Mar 79
Note-106p.
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adult Education, Community Colleges, *Curriculum Development, *Delivery Systems, Educational Counseling, Educational Planning, *Junior Colleges, Management Systems, Needs Assessment, Part Time Students, Part Time Teachers, Program Development, Program Evaluation, Program Planning, *Staff Improvement
Identifiers-*Student Support Services

The purpose of this faculty and staff manual is to gather together and present in a tabular format a composite of the learning delivery system used at the Community College of Vermont (CCV) and the resources that support its community- and competence-based approach to education. Each of the processes in the system is examined in terms of a four-stage procedure that consists of assessment, planning, implementation, and evaluation. The manual's first section addresses curriculum development and instructional support for CCV's primarily adult, part-time student population. The process of curriculum development is traced from the first community needs assessment through instructor and location selection to the final evaluation. Because CCV is dependent upon community experts to teach part-time, instructional support is especially important and is considered in the manual in terms of recruitment and outreach, resource and facility needs, contract preparation, orientation, and evaluation. Degree planning and attainment and student support services, such as financial aid, assessment, information needs, and counseling, are examined next. Finally, the manual stresses the importance of staff development and provides instructors with an annotated bibliography of CCV reports and basic reading materials on adult development and learning, competence-based and experiential learning, and instructional development. (DD)

Farland, Ronn Hirschinger, Jim

Community College Counseling Services in California: A Report by the Statewide Task Force on Counseling with Commentary and Recommendations Provided by Staff.

California Community Colleges, Sacramento.
Pub Date-28 Sep 79
Note-35p.; Report prepared for the Meeting of the Board of Governors of the California Community Colleges (San Francisco, California, September 28, 1979)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges, Counseling Effectiveness, Counseling Programs, *Counseling Services, Educational Counseling, Educational Finance, *Junior Colleges, Peer Counseling, *State Surveys, *Statewide Planning, *Student Personnel Services, Vocational Counseling
Identifiers-*California

At the request of the Board of Governors of the California Community Colleges, a 15-member task force prepared a comprehensive report on the current state of community college counseling programs and services in California. This report describes the statewide institutional setting, mission and philosophy, and the role and objectives of community college counseling as outlined by the California Education Code and Title 5 of the California Administrative Code. Components typically included in community college counseling programs are considered, including pre-admissions responsibilities; new student orientation and academic planning; academic advisement; articulation with transfer colleges; career, personal growth, peer, and contract counseling; and assistance with learning difficulties and personal concerns. The patterns of organization and the implications of the range of these services are discussed. A review is included of research studies dealing with counselor and program evaluation and with student needs assessment. Current issues and problems revealed to affect counseling include the impact of staff reductions, lack of cooperation between instructional and counseling services, the demands of program accountability, and the implications of collective bargaining. Articulation of counseling between secondary and post-secondary institutions is discussed and financial plans are outlined. Recommendations to the Board conclude the report. (DR)

ED 175 604 RC 011 591

Fratoe, Frank A.

Rural Women and Education.

Economics, Statistics, and Cooperatives Service (DOA), Washington, D.C.

Pub Date-23 Aug 79

Note-25p.; Paper presented at the 1979 Annual Meeting of the Rural Sociological Society (Burlington, Vermont, August 23-26, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Blacks, Career Education, Caucasians, Elementary Secondary Education, Employment Opportunities, *Females, Guidance, *Labor Force, Labor Force Nonparticipants, Rural Areas, *Rural Education, Rural Farm Residents, Rural Nonfarm Residents, *Rural Population, Rural Urban Differences, Skill Development, *Underemployed, Womens Education, Working Women

Identifiers-Hispanic Americans

Because some rural women underutilize their increased schooling while others are disadvantaged by low educational attainment and underdeveloped skills, and in order to help determine policy alternatives to meet rural women's educational needs, the educational attainments and labor force participation of rural white and minority women were studied. In 1975, white nonmetropolitan women completed an average of 12.2 years of school as compared to 8.9 years for black and 7.7 years for hispanic nonmetropolitan women. Very few white women but 19% of the black women and 31.1% of the hispanic women were functionally illiterate. As did their labor force sisters, non-labor force white women averaged a high school education and were consistently better educated than non-labor force white men. White women in the labor force apparently underutilized their education, entering the lower paying, lower skilled positions. In contrast, greater educational attainment appeared to pay off in greater labor force participation for black women, who were nonetheless low on the scale of economic payoffs (perhaps reflecting the triple disadvantage facing rural minority women). Career and vocational education, guidance counseling, education of the disadvantaged, education of farm women, and improved socio-economic conditions can help ensure full usage of rural women's educational attainments. (SB)

ED 175 643 SE 027 884

Harpel, Jim And Others
CSMP Mathematics for the Intermediate Grades Part III, Teacher's Guide
Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-382p.; For related documents, see SE 027 875-893; Not available in hard copy due to copyright restrictions; Contains colored charts and activities which may not reproduce well
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Guides, *Elementary School Mathematics, Instructional Materials, Intermediate Grades, *Mathematical Logic, *Mathematics Curriculum, Mathematics Instruction, *Number Concepts, Set Theory, Textbooks, Workbooks
Identifiers-*Comprehensive School Mathematics Program

This guide represents the final experimental version of a pilot project which was conducted in the United States between 1973 and 1976. The ideas and the manner of presentation are based on the works of Georges and Frederique Papy. They are recognized for having introduced colored arrow drawings (papygrams'') and models of our numeration system (the Papy minicomputer'') into the teaching of mathematics at the elementary and secondary level in Belgium. This program follows the spiral approach.'' Six workbooks are included which provide students with opportunities to review ideas they have met before, apply their knowledge to new situations, and learn to read by using mathematics workbooks and story-workbooks. The workbooks are written at three levels of difficulty and students are encouraged to work at the easiest level. Questions most frequently asked by teachers about the program are answered in this guide. (Author/SA)

ED 175 781 SO 011 948

Trace, Faustina M.
You-Me-And the Three R's of Law. Elementary Law Curriculum.
Rochester School Dept., N.H.
Spons Agency-Governor's Commission on Crime and Delinquency, Concord, N.H.
Pub Date-76
Note-91p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Child Role, *Citizenship Responsibility, *Civil Rights, Community Responsibility, Elementary Education, Family Relationship, *Justice, *Laws, *Legal Education, Parent Child Relationship, Self Actualization, Social Studies Units, Student School Relationship

Fourteen units of increasing difficulty and abstraction for grade levels one through six examine the responsibility to law, rights and privileges of law, reasons for laws, and justice. Each unit presents the objective, suggested activities, and topics for discussion. Grade 1 focusses on responsibility, sharing, taking turns, respect for private and public property, home rules, cheating, and punishment. Grade 2 discusses rights of children in a family, authority figures, privileges, and individual rights such as speaking when you want, wearing what you want, or playing with merchandise in a store. In addition to previous topics, Grade 3 examines parents' responsibility toward children, community service, when and if you can say ``no'' to your parents, vandalism, and shoplifting. Discussion topics in grades 4, 5, and 6 include self-defense, self-respect, character assassination, responsibility to environment, conflicting responsibilities, a ``Child's Bill of Rights,'' and protest. The final section on justice for grades 4, 5, and 6 covers federal and state government, and state and local police. Activities at all grade levels include inviting resource persons; role playing; taking field trips; writing a bill of rights; and listing rules, obligations, and laws. Descriptions of kit components for appropriate grade levels, a list of resource materials, and a glossary are provided. (KC)

ED 175 851 SP 014 730

Foster, Thomas Y.

Brief Treatment of the Symptomatic Obsessive-Compulsive Style.

Pub Date-May 79
Note-28p.; Paper presented at the Annual Meeting of the American College Health Association (57th, Washington, D.C., May 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavioral Counseling, Clinics, *College Students, Competition, Depression (Psychology), Emotional Maladjustment, Goal Orientation, *High Achievers, Individual Psychology, *Personality Problems, Psychological Characteristics, *Psychological Patterns, *Self Concept, Stress Variables

The poor self-image of many collegiate high achievers is due to the development of an obsessive-compulsive personality. Typical of this psychological maladjustment is the concept that external achievements are directly related to internal personal worth in a linear and absolute fashion. Characteristic symptoms include physical as well as emotional complaints. Treatments a university health clinic can provide for students suffering from this syndrome are most effective when centered around a brief treatment approach. Based on a series of dialogue sessions, the student and the therapist work together to design an individualized treatment plan. The prime mechanism is a thorough examination of the student's previous psychosocial history coupled with analysis of present feelings and anxieties. Stress is placed on putting the student in touch'' with his/her own needs and desires. Treatment terminates with the student's realization of his/her own behavior patterns, motivational stimulus, and renewed sense of self-understanding. (LH)

ED 175 896 TM 008 752

Pozzoli, Joan A.

The Strong Has Strong Biases.

Hawaii Univ., Honolulu. Leeward Community Coll.
Pub Date- 79
Note-7p.; Appendices marginally legible
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Blue Collar Occupations, *Females, *Interest Tests, Males, Norms, Occupational Tests, Professional Occupations, Scores, *Scoring, Sex Differences, Sex Discrimination, *Sex Stereotypes, *Test Bias, Test Interpretation, Test Reviews, Test Validity, Vocational Counseling, *Vocational Interests
Identifiers-*Strong Campbell Interest Inventory, Strong Vocational Interest Blank

The revised and renamed Strong Campbell Interest Inventory (SCII) is examined to determine if the occupational and sex biases present in the older Strong Vocational Interest Blank (SVIB) were eliminated. It is concluded that an occupational bias (favoring professional rather than blue-collar occupations) still exists in the SCII, although there is a better representation of careers. Occupations are clustered around office occupations, education, and health occupations, while industrial production, transportation, social science, and agricultural occupations are underrepresented. Construction, and mechanical and repair jobs are not included. Separate male and female forms are merged into a single version in the SCII. However, certain occupations are designated as either male or female. Test scores can be deceiving if the counselor considers only the resulting graphs, rather than whether male, female, or both norms were used in graphing the results. Standard scores for all occupational scales are provided, although they are not plotted. It is concluded that these biases do not render the SCII useless; however, test users are advised to be aware of the drawbacks, and to use the SCII judiciously along with other interest and value inventories. A classification of the occupational clusters represented in male and female forms of the scales, as well as a sample one-page summary of results, are appended. (MH)

ED 175 916 TM 009 556

Hocevar, Dennis

Measurement of Creativity: Review and Critique.

Pub Date- Apr 79
Note-51p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Denver, Colorado, April 12-14, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Achievement, Attitude Tests, Biographical Inventories, *Creativity, *Creativity Research, *Creativity Tests, Divergent Thinking, Evaluation Criteria, Interest Tests, Peer Evaluation, Personality Tests, Personnel Evaluation, *Self Evaluation, Teacher Attitudes, *Test Reliability, Test Reviews, *Test Validity

Widely used measures of creativity are reviewed and classified into ten categories: tests of divergent thinking; attitude and interest inventories; personality inventories; biographical inventories; teacher nominations; peer nominations; supervisor ratings; judgments of products; nomination of eminent persons; and self-reported creative activities and achievement. Judgments by peers, supervisors, or teachers are hampered by low interjudge reliability, halo effects, and low discriminant validity. The latter problem is due to an inability to distinguish creativity from other constructs such as intelligence or achievement; or the inability to discriminate among dimensions of creativity, such as fluency, flexibility and inventiveness. Tests and inventories are best described as correlates of real life creative behavior; they explain something about the behavior, but are not acceptable for selection. The most serious measurement problem is a lack of convergent validity among all these methods correlations between methods are low. A simple and straightforward inventory of creative achievement appears to be the best measure because it is direct, observable, and validated in research as the best predictor of future creative behavior. (Author/CP)

ED 175 427 IR 007 591

Reigeluth, Charles M. And Others

A Summary of the Final Report on the Structural Strategy Diagnostic Profile Project.

Courseware, Inc., Provo, Utah.
Spons Agency-Navy Personnel Research and Development Center, San Diego, Calif.
Pub Date-Jul 78
Contract-CW-0245-31; N00123-76-C-0245
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Electronics, *Instructional Design, *Instructional Improvement, *Instructional Systems, *Military Training
Identifiers-Elaboration Model of Instruction, *Elaboration Theory

This project summary explains the development of the elaboration model of instruction, an alternative approach to standard instructional sequencing. There were two phases to the project the theory construction phase, which identifies the instructional variables, postulates cause-effect relationships, and proposes optimal configurations of instructional conditions and methods through the construction of a model (or theory); and the application phase, which includes the application of the instructional model to the design of a course in a subject-matter area and the development of procedures for implementing this model in the design of new instruction. Four major products of the project are described: (1) an instructional model for sequencing, synthesizing, and summarizing related parts of a subject matter; (2) taxonomy of the variables that are included in the model; (3) a set of procedures for designing instruction, based on the instructional model; and (4) a blueprint'' illustrating the application of those procedures for the redesign of the Navy's Basic Electricity and Electronics course. (RAO)

ED 175 622 RC 011 619

Brown, David L. O'Leary, Jeanne M.

Labor Force Activity of Women in Metropolitan and Nonmetropolitan America. Rural Development Research Report No. 15.

Economics, Statistics, and Cooperatives Service (DOA), Washington, D.C.
Pub Date-Sep 79
Note-47p.; For related document, see ED 144 731
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Blacks, Caucasians, Clerical Occupations, Demography, Economic Development, *Economic Opportunities, *Employment Trends, *Females, Industrialization, Industry, *Labor Force, Metropolitan Areas, Occupations, Rural Areas, *Rural Urban Differences, Service Occupations, *Urbanization, Working Women

Between 1960 and 1970 economic opportunity and progress for women in American non-metropolitan areas was mixed. While women in metropolitan areas were more likely to be labor force members than were non-metropolitan women, the difference in metropolitan and non-metropolitan labor force participation rates narrowed during the period. For women between the ages of 35 and 44 there was almost no residential difference by 1970. Existing differences in labor force activity were not associated with commuting. In non-metropolitan counties women became an important labor resource, accounting for 89% of the job growth between 1960 and 1970, as compared to just 58% of the metropolitan job growth. Although non-metropolitan women were not forced into traditional rural pursuits, they were more likely to hold low-wage clerical, operative, and service jobs. These lower status jobs accounted for most of the employment gains for non-metropolitan women in the 1970's. The decentralization of employment to non-metropolitan areas has created jobs for both black and white women where few existed before, yet the lower status of most non-metropolitan employment implies lesser social, economic, and personal rewards for non-metropolitan women workers. (SB)

Clark, Ronald J., Ed.

Supplementary and Enrichment Series: Non-Metric Geometry. Teachers' Commentary. SP-0.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-64
Note-26p.; For related documents, see SE 028 648-675; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum, *Curriculum Guides, Enrichment, *Geometric Concepts, *Geometry, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Set Theory
Identifiers-*School Mathematics Study Group

This is one in a series of manuals for teachers using SMSG high school supplementary materials. The pamphlet includes commentaries on the sections of the student's booklet, answers to the exercises, and sample test questions. Topics covered include points, lines, space, planes, names, intersection of sets, intersection of lines and planes, segments, separations, angles, one-to-one correspondence, and simple closed curves. (MP)

ED 175 724 SE 028 807

King, Merlien W.

Endangered Species of Florida Coloring Book.

Florida Audubon Society, Maitland.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-75
Grant-G007407881
Note-34p.; For related documents, see SE 028 808-810
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Art Education, Botany, *Conservation (Environment), Conservation Education, Ecology, *Environment, *Environmental Education, *Natural Resources, *Plant Identification, Science Education, *Wildlife Management, Zoology
Identifiers-*Endangered Species, Florida

This coloring book portrays endangered animal and plant species of Florida in their natural environment. Each picture is to be colored by the student. On the back of each page bearing the picture to be colored is a description of the animal or plant, its preferred habitat, and the reason the animal or plant is endangered. (RE)

ED 175 745 SO 011 887

Holmes, Cary W.

Towpaths to Oblivion. The Middlesex Canal and the Coming of the Railroad 1792-1853.

Federal Reserve Bank of Boston, Mass.; Northeastern Univ., Boston, Mass. Bureau of Business and Economic Research.

Pub Date-75

Note-23p.; For related documents, see SO 011 886 and ED 100 764

Available from-Publication Information Center, Federal Reserve Bank of Boston, Boston, Massachusetts 02106 (free)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Case Studies, Construction (Process), Decision Making, *Economic Factors, *Political Issues, Problem Solving, Rail Transportation, Secondary Education, *Social Factors, *Transportation, *United States History

Identifiers-*New England

This narrative history of the Middlesex Canal from 1792-1853 is designed to be used with Canal,'' a role-playing, decision-making game found in SO 011 886. Economic, social, and political factors related to planning, building, and implementing the canal are considered. The document is presented in three parts. Part I states reasons for studying the Middlesex Canal. It was the first lengthy canal in the United States and served as a model for other canals. In addition, the problems that arose are typical of those that must be dealt with in relation to any type of transportation system. Part II describes events leading up to the canal opening in 1803, including legislative grants, court regulations, surveys, the introduction of the magnetic compass, and actual construction with its concomitant employment and technical problems. Part III outlines events and factors affecting the rise and fall of revenues, and concludes with the canal's demise in 1853 following the growth of railroad systems. 1804-1815 saw growth and extension of the canal into New Hampshire, which helped alleviate competition with the Connecticut River. From 1816-1835, the primary problem was in making the canal more attractive than hauling by land, and cloth hauling from Lowell to Boston and back was set up. However, in 1836 the Boston and Lowell Railroad was opened and canal traffic dwindled until the canal was closed in 1853. Railroads were better adapted to Massachusetts needs, because they could operate year-round, cost less to build, and were available for all to use. (CK)

ED 175 800 SP 013 698

Kirst, Michael W.

The New Politics of Resource Allocation.

Pub Date-78

Note-29p.; Paper prepared for a special meeting of the National Council for Educational Research (San Diego, California, December 15, 1978)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Conflict, Educational Demand, *Educational Finance, *Educational Legislation, Educational Needs, Educational Trends, Elementary Secondary Education, *Equal Education, *Financial Support, Government School Relationship, Resource Allocations, School Funds, *Social Services, *State Government

This paper analyzes some major political and fiscal trends that will shape governments' approaches to equal educational opportunity for children with special needs during the 1980's. The growing conflict between the school finance reform movement a group that desires to redesign public school curricula to include special needs programs whatever the cost and the advocates of spending limitations is discussed. This opposition is examined in light of the state and federal educational legislation passed between 1960 and 1978. Tables displaying statistical comparisons of the level of children's services in Fresno and Santa Clara counties for 1976 and a November 1978 legislative review on educational spending issues are appended. (LH)

ED 175 449 IR 007 616

Mission of the Future. Proceedings of the Annual Convention of the Association for the Development of Computer-Based Instructional Systems. Volume III: Users Interest Groups (San Diego, California, February 27 to March 1, 1979).

Association for the Development of Computer-based Instructional Systems.

Pub Date-Mar 79

Note-324p.; For related documents, see IR 007 614-616

Available from-Western Washington University, Bellingham, Washington 98225 (3 Volumes, $30.00)

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, Computer Managed Instruction, Diffusion, Instructional Innovation, Man Machine Systems, *Music Education, *Program Development

Identifiers-*Minicomputers, *PLATO

The third of three volumes of papers presented at the 1979 ADCIS convention, this collection includes 30 papers presented to special interest groups implementation, minicomputer users, National Consortium for Computer Based Music Instruction, and PLATO users. Papers presented to the implementation interest group were concerned with faculty reactions to CAI tutorials, review lessons in English compositions, thematic information text revisions, self-paced instruction, problem solving with automatic mediation, linear programmed instruction compared with CAI, the computer in educational institutions, CMI and student achievement, software development, and the role of the computer programmer. Minicomputer projects described focused on self-paced learning, a shared CAI control program, as a classroom teaching tool, the current state of the field, the development of PILOT, and personal computers. Music educators heard papers on courseware development for microcomputers, CAI in music theory, evaluation of competency based aural training, and ear training for non-music majors. Reports on PLATO included the teaching of sex education, process operator training, foundation visual design, adult basic skills, and optical letterspacing, as well as on precision motion analysis in biomechanics, microprocessor courseware delivery, and the development of a user's guide. Some papers include flow charts, diagrams, data tables, models, and/or bibliographies. (RAO)

ED 175 530 PS 010 797

Nannis, Ellen D. And Others

The Adolescent with a Life-Threatening Illness: Cultural Myths and Social Realities.

National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Jun 78
Note-15p.; Paper presented at the Annual Conference of the Association for the Care of Children in Hospitals (13th, Washington, D.C., June 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents, *Attitudes, Behavior Patterns, *Cancer, *Death, Emotional Adjustment, *Hospitalized Children, Medical Treatment, *Risk, *Special Health Problems

This paper discusses the attitudes of terminally ill adolescent patients towards their illness and their behaviors during their treatment. Preliminary results are reported on an ongoing study of 12 boys and six girls (age 8-21) with metastatic pediatric solid tumors and lymphomas that failed to respond to conventional treatment. Interviews of patients and parents, daily systematic observations of patients and people with whom they interacted, and daily ratings of the patients by nurses and parents were utilized in a research design with experimental and control groups. Findings indicate that terminally ill adolescents have the same concerns as their healthy peers. Severely ill adolescents have truncated time frames and a high sense of immortality. Their lives are present-oriented and focused on getting through their treatment. Despite knowledge of the gravity of their conditions, terminally ill youth do not view themselves as about to die. Dependence/independence conflicts appear to be exacerbated for these young people. Frequently those under 15 years of age rebel against authority figures. Physical and emotional dependence appear to increase as treatment progresses. Some regressive behavior occurs. It is suggested that treatment models which emphasize achieving ego integrity through acceptance of death appear to be inappropriate for terminally ill adolescents. (Author/RH)

ED 175 549 PS 010 829

Fitzgibbon, Ann
The Self Concept.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Note-24p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Children, *Measurement, *Measurement Instruments, Observation, Projective Tests, Rating Scales, *Self Concept, Self Esteem, *Social Influences

The purpose of this paper is to increase awareness of the self concept as a variable, to indicate what is known about the self concept from existing research, to discuss its importance to the school and its effect on learning, and to offer a method of assessment which is tied to a definition arbitrarily made as a starting point for researchers. A child is defined as having a positive self concept, or self image, when (1) he likes himself, his family, and his people, (2) he believes what he thinks, says and does makes a difference, (3) he believes he can be successful, (4) he believes he can solve a variety of problems, (5) he has a realistic estimate of his own abilities and limitations, and (6) he expresses feelings of pleasure and enjoyment. Each part of this definition is expanded and illustrated. From the expanded definition, nine psycho-social factors were extracted: self awareness, appropriate emotional affect, good relationship with family, good relationship with peers, efficient verbal participation, positive approach to learning, realistic reaction to success and failure, and self satisfaction. A classroom rating scale for teachers was devised, using these nine factors. A strategy for obtaining an indication of self image from children is outlined and directions are given for administering the semi-projective device. A copy of the Rating Scale for Measuring a Child's Self Concept is included. (Author/RH)

ED 175 697 SE 028 685

Schaaf, William L., Ed.

Reprint Series: Geometric Constructions. RS-10.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-67

Note-46p.; For related documents, see SE 028 676-690

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Curriculum, *Enrichment, *Geometric Concepts, *Geometry, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials

Identifiers-*Geometric Constructions, *School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. The series makes available expository articles which appeared in a variety of mathematical periodicals. Topics covered include: (1) Euclidean constructions; (2) the geometry of the fixed compass; (3) certain topics related to constructions with straightedge and compasses; and (4) unorthodox ways to trisect a line segment. (MP)

ED 175 826 SP 014 545

Oien, Fred M.

Teacher Directed Behavior Toward Individual Students.

Pub Date-Mar 79
Note-7p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Science Research, Behavior Patterns, Individual Characteristics, Junior High Schools, *Perception, *Physical Education, *Positive Reinforcement, Sex Discrimination, *Student Teacher Relationship, *Teacher Attitudes, *Teacher Behavior

A study of five teachers and 316 junior high school physical education students reveals an unequal distribution of positive reinforcement teacher behavior among individual students. Factors influencing the amount of rewarding behavior directed to students include elements such as student gender, teacher perception of student skill level, student in-class personality, and customary amount of student class participation. Male students were found to receive a significantly larger amount of encouraging teacher attention than did female students in 18 of the 21 classes sampled. Teacher behavior patterns may reflect the teacher's situational reaction to class chemistry. Effective individualized inservice programs to aid in overcoming personal bias detrimental to the classroom situation are needed. (LH)

ED 175 876 TM 008 283

Stahl, Robert J.

The Domain of Cognition: A Functional Model for Looking at Thinking and Learning.

Pub Date-22 Nov 78
Note-61p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 22, 1978); Some pages marginally legible due to small print size
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Abstraction Levels, *Cognitive Ability, Cognitive Development, Cognitive Objectives, *Cognitive Processes, *Complexity Level, Cues, Guidelines, Information Seeking, Learning Characteristics, *Learning Processes, *Models, *Taxonomy

The Domain of Cognition is a taxonomy for planning, sequencing, and implementing instruction, which covers the entire range of cognitive and cognitive-affective learning and behavior. Students acquire, learn, and use information on eight hierarchically and sequentially arranged levels of complexity. The levels and their corresponding abilities are: (1) preparation and observation receive cues; (2) reception acknowledge that information is received; (3) transformation assign meaning to and use information; (4) retention demonstrate information which can be recalled from memory; (5) transfersion form new information, based upon guidelines retrieved by the individual who is cued to use them in a particular situation; (6) abstraction use guidelines to solve problems without being obviously cued; (7) organization arrange and prioritize abstractions; and (8) generation integrate two or more abstractions to create a completely new one. Unlike other taxonomies (such as Bloom's or Krathwohl's), the Domain of Cognition recognizes 21 processes and procedures which take place at every level of difficulty, and specifies the importance of guidelines and cues. (CP)

ED 175 363 HE 011 691

Hiller, Marc D.

The Value of Field Experience in Education for Health Care Administration.

Pittsburgh Univ., Pa. Graduate School of Public Health.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-HRP-0901506
Pub Date-Oct 78
Contract-N01-MB-44185
Note-40p.; Document prepared through the Long Term Care Education Unit
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Education, Comparative Analysis, Educational Quality, *Experiential Learning, *Field Experience Programs, Graduate Study, *Health Occupations Education, Health Personnel, Higher Education, Hospitals, *Internship Programs, Nontraditional Occupations, *Practicums, Practicum Supervision, Professional Education, Student Interests

A sample of 54 health administration education programs were examined to identify and analyze current practices in field experience programs. The six primary areas investigated include: (1) the prevalence of field experience requirements; (2) the objectives and characteristics of field experience components; (3) the experiences encountered in implementing field experience programs; (4) the perceived need for a field experience requirement; (5) the identification of guidelines for adjusting field experience requirements for experienced students; and (6) the recommended designs for field experiences. The field experiences offered by the various programs were identified as either short term practicums or more lengthy residencies. The objectives and requirements of both the practicum and residency experiences are described and tabulated. The importance of selecting an appropriate facility to use for the programs is emphasized. Results indicate that the most commonly used facility was the acute care hospital. Problems encountered during field experience programs are discussed including: lack of qualified preceptors, difficulties in evaluating the experience, lack of financial assistance, difficulties in lack of adequate supervision, insufficient assignment of job responsibilities, and difficulty in traveling to the site. In comparing the field experience component to academic work done in the classroom, 15 percent of the respondents indicated that it was the most important part of the program. (SF)

ED 175 383 HE 011 786

Smith, Virginia B. Bernstein, Alison R.

The Impersonal Campus. Options for Reorganizing Colleges to Increase Student Involvement, Learning, and Development.

Pub Date-79

Note-137p.

Available from-Jossey-Bass Publications, 433 California Street, San Francisco, CA ($10.95)

Pub Type- Books (010) - Information Analyses (070) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*College Environment, College Faculty, College Planning, College Role, College Students, *Educational Improvement, Enrollment Trends, *Higher Education, Learning Motivation, *Organizational Effectiveness, Peer Relationship, *School Size, Small Colleges, *Student College Relationship, Student Teacher Relationship, Teacher Administrator Relationship, Universities

Based on extensive research, this book questions the benefits assumed to accrue from enlarging American colleges. The application of the industrial economies-of-scale model to academic institutions is challenged, since the purpose of academic institutions is not production but learning. Evidence is cited of hidden ``diseconomies'' of scale on large campuses and it is suggested that in higher education, small is not only beautiful but essential to effective learning. It is shown how large institutions can subdivide into more manageable learning units and thus regain a more human scale despite their size. It is further demonstrated how small colleges can increase the diversity of their educational opportunities without expanding their enrollments.

Alternative colleges for atypical students are suggested, such as community-based colleges that attract minority or high risk students. An ``agenda for action'' is proposed by which educators might discover the balance between size and function that is essential for effectiveness. It is concluded that the real problems facing today's administrator and faculty member are not generated by a threat of external influences over the teaching and learning process, but by a lack of internal control of and influence over that process. A bibliography is included. (LBH)

ED 175 404 IR 007 568

Aubrey, Irene E.

Sources of French-Canadian Materials for Children.

National Library of Canada, Ottawa (Ontario).

Pub Date-79

Note-9p.

Language-English; French

Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Canadian Literature, *Childrens Books, Foreign Language Books, *Information Sources, Reference Books

This bibiography of reference sources for French-Canadian children's books includes bibliographies, indexes, a publishers' trade annual, recommended lists, and features in professional journals. The citations are presented alphabetically by title in English, in French and English, or in French, depending on their source and an address where it may be obtained is provided for each; cost is indicated for serials. (JD)

ED 175 471 IR 007 644

Carter, Martha A.

A Community Analysis in Respect to Library Services, Washington County, Virginia.

Pub Date-Jan 79
Note-74p.; Document prepared by the Washington County Public Library Board, Arlington, VA
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Community Characteristics, Community Organizations, *Community Study, Demography, Financial Support, Library Collections, *Library Planning, *Library Services, Needs Assessment, *Public Libraries
Identifiers-Community Analysis Research Institute, Library Users, *Virginia (Washington County)

This analysis of the community was designed to identify the needs of its citizens so that the Washington County Public Library could plan more responsive library services. Sections described the physical and historical aspects of the community; demographic characteristics of its population, including age, sex, education, employment status and occupations, and income; clubs and organizations; and the library, its development, facilities, staff, financial resources, materials collection, users, and services. Conclusions and recommendations are presented, based on the factual material described and the minimum standards for public libraries adopted by the Virginia State Library Board in January 1978. Nineteen data tables present the statistics used in the analysis; appendices list the organizations and agencies of the county (with the name, address, and telephone number of each president), and show statistics for the materials collection (as of July 1, 1978) and for library circulation, by the main library and the mobile library, from 1974-78. A bibliography of the sources used is also included. (JD)

ED 175 586 RC 011 325

First Progress Report Victorian Country Education Project.
Victoria Education Dept. (Australia).
Spons Agency-Australian Schools Commission, Canberra.
Pub Date- 78
Note-83p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Community Cooperation, Community Involvement, Community Resources, Economic Disadvantagement, *Educational Development, Educational Finance, Elementary Secondary Education, Needs Assessment, Pilot Projects, *Program Development, *Program Evaluation, Rural Areas, *Rural Education, Rural Schools, *School Community Relationship
Identifiers-Australia (Victoria), *Victorian Country Education Project

The Victorian Country Education Project (CEP), a pilot project searching for new ways of bringing beneficial educational experiences to disadvantaged rural areas, successfully achieved its aims of establishing community-based programs involving varied groups and people in developing solutions to local educational problems. A central Planning Committee established proposal and evaluation guidelines and a functional structure for the project. Five rural areas selected for the project (Far East Gippsland, King and Ovens Valleys, North Central, Mallee Track, and Western Wimmera) served 15,087 students in 133 schools. Poor introduction of the program into the communities resulted in some animosity and frustration, but local Project Committees made successful needs and resources surveys which increased community awareness and involvement in local educational problem solving. The Project Committees also successfully proposed many programs to the Planning Committee. Among those funded were programs dealing with community surveys, drama, basic literacy/numeracy, sports, special education, music, arts and crafts, transportation, and excursions and field days. General reaction to the project was very positive. Many programs were extended to 1978. Despite early difficulties, CEP took root in the areas, community involvement in education was accepted, and local problem-solving networks were strengthened. (SB)

ED 175 764 SO 011 931

The Macro - TIPS Course Package.

Heriot-Watt Univ., Edinburgh (Scotland). Esmee Fairbairn Economics Research Centre.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 76
Contract-400-76-0100
Note-144p.; For related documents, see SO 011 930-937; Not available from EDRS in paper copy due to poor reproducibility of original document
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Computer Oriented Programs, *Concept Teaching, Data Analysis, Decision Making, *Economic Education, *Economic Factors, *Economics, Educational Objectives, Higher Education, *Instructional Materials, Problem Solving, Teaching Methods

The TIPS (Teaching Information Processing System) Course Package was designed to be used with the Macro-Games Course Package (SO 011 930) in order to train college students to apply the tools of economic analysis to current problems. TIPS is used to provide feedback and individualized assignments to students, as well as information about the progress of the class as a whole to the teacher. The document is presented in seven sections. Section I offers a course management plan for eight weeks, listing lecture topics, reading assignments, TIPS survey suggestions, and special activities. Section II explains the components of the TIPS instructional package, including a list of concept areas, objectives, tests, simulated sample student reports, and rules to direct each student's course of instruction. Sections III through VIII consist of TIPS instructional units, numbered 0-4, covering basic macroeconomic concepts; basic tools and terminology used in studying economics; a simple model of income and expenditure determination; aggregate demand, unemployment, and inflation; and using the expanded model for policy making. Concept areas and contents are listed for each unit, including educational objectives such as definition of terms, identification of goals and roles, application of laws, identification of relationships, and technical application of concepts and tools. Multiple choice surveys with answer keys, simulated sample student reports, and prescription and decision rules also accompany each unit. Section IX provides seven problems and their answer keys. (CK)

ED 175 917 TM 009 557

Cromack, Theodore R.

The Influence of T.A.F.I. Workshops upon Planning or Changing School Evaluations.

State Univ. of New York, Albany. Educational Research and Service Center.

Note-18p.; For related document, see TM 009 558

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Attitudes, *Adoption (Ideas), Elementary Secondary Education, Followup Studies, Higher Education, *Participant Satisfaction, *Supervisory Training, *Teacher Evaluation, Use Studies, *Workshops

Identifiers-*Teacher Appraisal for Improvement

Administrators participating in six Phi Delta Kappa Teacher Appraisal for Improvement workshops (TAFI), were surveyed regarding the impact of TAFI upon teacher evaluation in their schools during the following academic year, as opposed to immediately after the workshop. The survey sought to determine: (1) degree of implementation of any teacher evaluation system; (2) primary purpose; (3) characteristics of the system, as keyed to 12 TAFI evaluation criteria; (4) use of TAFI training; and (5) retrospective attitudes toward the workshop. The 41 usable responses represented 20% of the total population and 50% of the sample. Conclusions are limited due to the small sample; however, it appears that those attending such a workshop generally had a formal operational system of evaluation (83%); fewer than half have modified their system since attending (41%). Most reported using their system for both teacher improvement and administrative decisions, and reported using from two of seven TAFI evaluation criteria. Respondents were nearly equally divided regarding use of TAFI training. No significant conclusions could be reached after comparing workshop attitudes with subsequent use of TAFI. (The survey questionnaire is appended.) (Author/CP)

ED 175 725 SE 028 808

Brown, Mark And Others

Endangered Species. Teacher's Guide.

Florida Audubon Society, Maitland.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date-75

Grant-G007407881

Note-29p.; For related documents, see SE 028 807-810

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Botany, *Conservation (Environment), *Ecology, Elementary Secondary Education, *Environment, Environmental Education, *Environmental Influences, *Natural Resources, Science Education, *Wildlife Management, Zoology

Identifiers-*Endangered Species, Florida

This unit is intended to examine the causes of the endangerment of Florida's plant and animal species with a detailed look at varied ecological systems. Individual lessons are designed to be used either by individual students progressing at their own rate or by small groups. Units may be modified for use by large groups. (Author/RE)

ED 175 345 HE 011 649

Nonfaculty Doctoral Research Staff in Science and Engineering in United States Universities. A Report of the Committee on a Study of Postdoctorals and Doctoral Research Staff in Science and Engineering.

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.

Pub Date-78
Note-117p.; Best copy available
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Rank (Professional), College Programs, Demography, *Doctoral Degrees, *Employment Patterns, Engineers, Higher Education, *Professional Recognition, *Research Directors, *Researchers, Scientists, *Staff Role
Identifiers-*Noninstructional Staff

The current situation of doctoral research staff in academe is described and the probable trends affecting them are examined. This group is comprised of university-employed Ph.D. scientists and engineers who are considered neither postdoctoral appointees (temporary trainees) nor members of the faculty and who are principally involved in research activities. In 1977, the group included an estimated 4,200 individuals and represented 3 percent of the total number of Ph.D. scientists and engineers employed in the academic sectors. More than half of the doctoral research staff were employed in the biosciences or physics.

Between 1975 and 1977, the numbers holding research staff positions increased 20 percent, compared with an 8 percent growth in faculty. The doctoral research staff group, while still small in total number, is disproportionately important for research. In many universities, members of the group are treated as second class citizens with respect to privileges and conditions of employment. A detailed statistical analysis of the demographic characteristics and employment situations of doctoral research staff is presented. Appended materials include a list of institutions visited and examples of the questions asked during site visits; the agenda and participants in the Conference on the Changing Role of Doctoral Research Staff in the University; sampling error estimates for survey data; and characteristics and employment of selected groups of Ph.D. scientists and engineers. (SC)

ED 175 568 PS 010 854

Sunday, Barbara-Ann

An Investigation of Learning Stations for Elementary Art.

Spons Agency-Educational Research Inst. of British Columbia, Vancouver.
Report No.-ERIBC-79:25
Pub Date-Aug 79
Grant-ERIBC-DG-242
Note-108p.
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Art Activities, Art Education, Elementary Education, Elementary School Students, Kindergarten, *Learning Laboratories, *Learning Modules, *Program Development, *School Study Centers

The purpose of this study was to assess the feasibility of using art stations in elementary classrooms and to explore strategies for the design of such stations. A range of materials for art learning stations was produced according to specific criteria. The study was conducted over a one-year period in many classrooms within one school district. Most classrooms were self-contained and the teachers were generalists. Implementation of art station activities, teacher support service, station monitoring, and teacher evaluation of the art station experience were phased into the classrooms. It was found that the station approach to elementary art activities had several positive and negative outcomes. On the positive side, it was found that classroom orderliness was not significantly upset when art stations were being used. On the negative side, written directions included with each art activity were difficult for students with low level reading skills. This disadvantage was partially overcome by giving directions via simple diagrams, establishing wordless stations which used charts to give procedural instructions, or having a teacher introduce the unit. It was concluded that an art station approach can improve classroom management, curriculum, and instruction under certain conditions. Copies of some of the art station activities and a teacher qustionnaire with tabulations are appended. (Author/RH)

ED 175 605 RC 011 592

Brookhiser, Judy, Comp. van der Smissen, Betty, Comp.

(Compendium of State Laws and Regulations for Youth Camps).

Center for Disease Control (DHEW/PHS), Atlanta, Ga.

Report No.-CDC-79-8370

Pub Date-Dec 78

Note-473p.; Based on a draft issued in 1977 and revised in 1978; Small print may be marginally legible; Bleeding occurs on several pages and may make good reproducibility difficult

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Camp Counselors, *Camping, *Day Camp Programs, Definitions, Food Standards, Health Facilities, Personnel Policy, Recreational Activities, Recreational Facilities, *Resident Camp Programs, Safety, Sanitation, *State Legislation, *State Standards, Transportation, *Youth Programs

State laws and regulations applicable to youth camp operations provided by state agencies are organized in this Compendium under ten major headings; personnel; program safety; personal health, first aid, and medical services; site and facilities; sanitation; food service; transportation; primitive camping and out-of-camp trips; day camping; and travel camps. These major areas are further divided into some 70 subcategories covering specific topics such as staff qualifications and responsibilities, staff-camper ratios, emergency procedures, hazardous and high risk activities, physical examinations, communicable diseases, facilities design, waste disposal, and meal planning. Within each subcategory the laws and regulations are arranged alphabetically by state and are, in nearly all cases, presented verbatim. The Compendium includes all legislation specific to youth camp licensing and regulation; it excludes, with few exceptions, general legislation applicable to youth camps. A section titled Applicability'' provides each state's definition of camping'' and explains types of camps which are named in the states' statutes or regulations. Additional information includes a list of states which require licenses or permits to operate a camp and a directory of agencies and personnel responsible for administering the youth camp laws and regulations. (JH)

ED 175 644 SE 027 885

CSMP Mathematics for the Intermediate Grades Part III, Teacher's Guide. The Languages of Strings and Arrows. Geometry and Measurement. Probability and Statistics. Experimental Version.

Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-289p.; For related documents, see SE 027 876-893; Contains colored charts and activities which may not reproduce well; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Guides, *Elementary School Mathematics, Games, Geometry, *Instructional Materials, Intermediate Grades, Mathematical Logic, *Mathematics Curriculum, Mathematics Instruction, Measurement, Probability, Rational Numbers, Statistics, Textbooks, Workbooks
Identifiers-*Comprehensive School Mathematics Program

This guide represents the final experimental version of a pilot project which was conducted in the United States between 1973 and 1976. The ideas and the manner of presentation are based on the works of Georges and Frederique Papy. They are recognized for having introduced colored arrow drawings (papygrams'') and models of our numeration system (the Papy minicomputer'') into the teaching of mathematics at the elementary and secondary level in Belgium. This program follows the spiral approach.'' An explanation is provided of the languages of strings and arrows or classification and relations. This guide includes functions as well. The string game is presented as a means of using sets to stimulate logical thinking. Geometry, measurement, probability, and statistics comprise the latter half of the guide. (Author/SA)

Hill, Thomas J., Ed.

Supplementary and Enrichment Series: Plane Coordinate Geometry. SP-10.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-64
Note-66p.; For related documents, see SE 028 648-675
Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Algebra, *Analytic Geometry, Curriculum, *Enrichment, Geometry, *Graphs, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials
Identifiers-*Proof (Mathematics), *School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series is designed to make material for the study of topics of special interest to students readily accessible in classroom quantity. Topics covered include graphs, slope, distance, mid-point, proof, equations, and circles. (MP)

Schaaf, William L., Ed.

Reprint Series: Memorable Personalities in Mathematics: Nineteenth Century. RS-11.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-69
Note-61p.; For related documents, see SE 028 676-690
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum, *Enrichment, *History, *Instruction, *Mathematicians, Mathematics Education, *Modern Mathematics, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials
Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series makes available expository articles which appeared in a variety of mathematical periodicals. Topics covered include: (1) Laplace; (2) Carl Friedrich Gauss; (3) Wolfgang and Johann Bolyai; (4) Evariste Galois; and (5) Josiah Willard Gibbs. (MP)

ED 175 801 SP 013 855

Lucas, Ann

Educational Goals and Values of Students and Teachers: An Exploratory Study.

Pub Date-79
Note-22p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affective Behavior, *Educational Objectives, Psychological Patterns, Self Concept, Semantic Differential, *Student Attitudes, Student Evaluation of Teacher Performance, *Teacher Attitudes, *Values

The purpose of this study was to determine educational goals and values held by students and their teachers, incongruencies that exist between these perceptions, and differences between teachers' stated value priorities and their students' observations of actual behavior. The subjects of the study were selected twelfth-grade students and their teachers. Three instruments were used in this research the interview, the questionnaire, and the semantic differential. Fifty-six goal statements and eight value categories were used in the interview. The questionnaire was structured to consist of forced choice items parallel in form to the goal statements. Semantic differential data was obtained by requesting students to indicate their perceptions of teachers' goals and values and their own opinions on what goals should be stressed in the class. Results indicated that very little differential exists between teachers' and students' perceptions of educational goals and values. (JD)

ED 175 852 SP 014 732

Buxton, Amity P.

A Distinctive Option in Inservice, The Teachers' Center Meets Individual Needs and Institutional Goals. Occasional Paper No. 5.

Far West Lab. for Educational Research and Development, San Francisco, Calif. Teachers' Centers Exchange.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-Jun 79

Note-9p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Needs, Educational Problems, Effective Teaching, Inservice Courses, Inservice Programs, *Inservice Teacher Education, *Professional Continuing Education, Professional Personnel, Program Development, *Resource Centers, *Teacher Centers, *Teacher Developed Materials, Teaching Skills

Identifiers-Educational Sources

Teachers' centers are places and programs for staff development that are designed and used by inservice teachers of their own volition to fill their self-identified training and curriculum needs. Centers operate on two basic premises. First is the assumption that teachers, rather than educational researchers, can most accurately assess their own professional needs, based on direct classroom experience. Teachers can then speak to their own and others' needs in the design of inservice facilities and programs. The second assumption deals with the developmental nature of the learning process. Teacher-initiated inservice programs allow participants to learn at their own pace and in the areas most appropriate to their own interests. This leads to a more enduring acquisition and improvement of teaching skills. The overall effectiveness of a teachers' center hinges upon the successful incorporation of communication, collaboration, and direct experience into a program format that is both accessible and attractive to teachers who may be wary of researcher-based inservice education programs. (LH)

ED 175 807 TM 008 756

Perrone, Vito

College Admissions: A Perspective.

Pub Date-30 Oct 78

Note-15p.; Paper presented at the National Forum of the College Board (New York, New York, October 29-31, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Admission Criteria, *College Admission, *College Entrance Examinations, Educational Trends, Higher Education, Informal Assessment, *Predictive Ability (Testing), Predictive Validity, Selective Admission, Senior High Schools, *Talent Identification, Test Bias, *Testing Problems

Identifiers-Scholastic Aptitude Test

The author presents his view that the public has not been well informed about the limitations of college entrance examinations. Several educational trends are discussed: (1) since World War II, college admissions testing has underscored the classic American tension between egalitarianism and meritocracy; (2) more students have aspired to attend high-quality postsecondary educational institutions; and (3) the score obtained on a college entrance examination, such as the Scholastic Aptitude Test (SAT), has become increasingly important as a criterion for student selection. It is also noted that, as a result of this emphasis on test scores, those selected for college admission tend to be white, middle-to-upper-class students from well-educated families. Increased emphasis on high school grade point average as an admission criterion would result in increased selection of minority and low-socioeconomic status students. Several studies are reviewed which confirm that these test scores only predict success in the first year of college. Alternative criteria which are suggested for selecting students include portfolios, descriptions of experiential learning, and evidence of motivation and interest. The author expresses optimism that claims about what can be measured, as well as the influence of testing, will be more modest. (GDC)

ED 175 405 IR 007 569

Pitts, Ben E. Fletcher, Richard K.

Southeastern College and University Administrators' Attitudes Toward Selected Avenues of Publication.

Pub Date-77

Note-15p.; Best copy available

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes, Books, College Administration, College Faculty, Conferences, *Faculty Evaluation, *Faculty Promotion, Periodicals, *Publications, Research, Scholarly Journals

This study investigated the attitudes of college administrators in the Southeast toward different types of publications when an academician is considered for promotion. An instrument was designed around 10 selected avenues of publication including nationally, regionally, and institutionally refereed journals, national and regional magazines read by the general public, books published by a commercial firm, books published by the author through a vantage press, and conferences related to the professor's discipline. Administrators at colleges and universities randomly selected from Lovejoy's College Guide were asked to respond to each of the 10 items on the basis of a bipolar adjective significant to insignificant. Results were rank ordered and an analysis of variance was run on three demographic items (enrollment, highest degree offered, and support) and the 10 selected avenues of publication. When demographic data were disregarded, college administrators ranked a nationally refereed journal directly related to the professor's discipline as being the most significant publication when the promotion of an individual is being considered. (Author/CWM)

Sonesson, Inge
Forskolebarn och TV.
Lund Univ. (Sweden).
Pub Date-May 79
Note-260p.; Media Panel Report No. 5; Summary on pages 178-189 is in English
Language-Swedish; English
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Child Psychology, Correlation, Demography, *Emotional Development, *Identification (Psychological), Interviews, *Mother Attitudes, *Preschool Children, Preschool Teachers, Tables (Data), *Television Research, *Television Viewing

This analysis of the relationship between mothers' attitudes toward TV and children's viewing habits, and the relationships between this behavior and the personal and/or social problems of the child, is based on data gathered in interviews with 250 preschool children, their mothers, and their teachers. Findings indicate a positive correlation between mother's attitude and the child's viewing behavior, but this relationship is influenced to a great extent by the mother's level of education and the child's sibling status. Also, within certain groups it is more probable that the TV viewing behavior brings about the mother's attitude than vice versa. The relationship between the child's emotional status and TV viewing consumption and preference, and identification with children on television are also discussed. The major body of this report is in Swedish, with a summary in English. (Author/CMV)

ED 175 493 JC 790 460

Wiseman, T. Jan
Marketing Information: Community Education Students.
Kishwaukee Coll., Malta, Ill.
Pub Date-Aug 79
Note-23p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Aspiration, Adult Students, Career Change, Community Colleges, Community Education, *Enrollment Influences, *Extension Education, Information Sources, *Junior Colleges, Junior College Students, *Nontraditional Students, Questionnaires, School Demography, School Surveys, *Student Characteristics, Student Needs

Community education students enrolled in extension programs at Kishwaukee College were surveyed in Spring 1979 to collect information on program awareness and information sources, registration and scheduling preferences, administrative and counseling needs, career plans, and satisfaction with instructor performance. Student records were also examined to obtain demographic data (age, sex, marital status, educational level, first-time enrollment, race, residence, student status, veteran) in order to compare students taking classes on the main campus and those attending regional extension centers. Results indicated that the average age of the extension students was 37; most were female, and 98% were Caucasian. A direct-mail course schedule was the most frequently cited source of information on classes. Friends were cited second; newspaper announcements third. The majority of respondents preferred registration by phone or mail, rather than in person on the main campus. More than half the extension students indicated they would not have enrolled if the class had been held on the main campus. Nearly two-thirds of the students rated their instructors as ``excellent.'' One in six students desired a career change and about half that many intended to return to work after several years absence. On-campus students were more likely to consider a career change than extension students. The survey instrument and related materials are appended. (DR)

Moss, Judith

S.I.Q. Student Information Questionnaire: Student Characteristics & Programs, Community College Centers, Fall 1978.

San Francisco Community Coll. District, Calif.
Pub Date-Jul 79
Note-204p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Adult Students, Age, Ancillary Services, College Majors, Community Colleges, *Community Education, *Enrollment Trends, Ethnic Groups, *Extension Education, Females, Financial Support, Job Placement, *Junior Colleges, Males, Occupations, Relevance (Education), *Student Characteristics, Student Needs, Vocational Education
Identifiers-Student Objectives

The eight Community College Centers of the San Francisco Community College District are responsible for credit-free and community service educational programs. Since 1972, a biennial study has been conducted to gather data on student characteristics, educational goals, and programs offered. This report summarizes the results of the 1978 Student Information Questionnaire (S.I.Q.) administered at the eight centers. Students are described in terms of various attributes such as sex, age, program orientation, ethnic background, ethnic composition at each center, student military history, previous educational attainment, weekly class hours, employment behavior, and desire for job placement and other services. The S.I.Q. also provides information on use of facilities and services. Results of the 1978 S.I.Q. are compared with results from previous studies, and graphs and tables illustrate trends in age, sex, and race of students, and their occupations and incomes. The distribution of responses on all questionnaire items is presented and results are then compared according to various subcategories, e.g., discipline of instruction, area of residence, student educational objectives, ethnic composition by center, and funding source for each center. Appendices to this report provide survey forms and sample computer printouts. (DR)

ED 175 531 PS 010 798

Puckett, Margaret Brous

A History of Day Care Licensing Standards in Texas from Development and Promulgation of the First Standards to the 1976 Revisions.

Pub Date-Aug 78
Note-184p.; Ph.D. Dissertation, North Texas State University
Available from-University Microfilms, International, Xerox Publishing Company, 300 North Zeeb Road, Ann Arbor, Michigan 48106
Pub Type- Dissertations/Theses (040) - Historical Materials (060)
Document Not Available from EDRS.
Descriptors-*Certification, *Day Care Programs, *Day Care Services, Education, Political Influences, Social Factors, *State History, *State Legislation
Identifiers-*Texas

This dissertation traces the history of day care licensing standards in Texas from the beginnings in voluntary welfare organizations to the 1976 revisions. Chapter I gives an overview of the study. The beginnings and subsequent development of day care as it emerged from a multiplicity of child welfare and education concerns is traced in Chapter II, and the concomitant development of day care licensing practice is discussed. In Chapter III the jurisdictional foundations of Texas licensing law are presented in a summary of related legislation passed in Texas from 1848 through 1975. Changes in the law and its enforcement are traced. A description of each set of day care licensing standards is presented in Chapter IV along with a discussion of the administrative and organizational aspects of implementation and enforcement. In Chapter V the social, political and educational factors influencing day care licensing in Texas at selected points in time are analyzed. A summary of the findings and recommendations for future study are included. (Author/RH)

ED 175 623 RC 011 622

Young, Ruth C. And Others

Migrant Farmworkers in Western New York, 1978.

Cornell Univ., Ithaca, N.Y. Dept. of Rural Sociology.

Pub Date-Apr 79

Note-108p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Agricultural Production, Blacks, Crew Leaders, *Demography, Ethnic Groups, *Farmers, Farm Labor, Human Services, Mexican Americans, Migrant Children, *Migrant Employment, Migrant Problems, *Migrant Workers, Migration Patterns, *Needs Assessment, Puerto Ricans, Work Attitudes, Work Environment, Working Hours

Identifiers-New York (Central), *New York (West)

To provide current demographic and needs assessment information for public and private agencies serving migrants, a survey was conducted among farmers and the migrant workers they employed. Of 228 migrant labor camps in western and central New York, 57 were selected for study by a stratified random sampling procedure which assured adequate representation of all ethnic groups. Interviews were obtained in 44 of the 57 camps (77%); 36 farmer interviews and 176 migrant interviews were conducted. The farmer questionnaire dealt primarily with the history of the farm, crop-related changes, and recent and foreseeable changes in the use of migrant workers. The migrant questionnaire obtained extensive demographic data, work history (including experience with crew leaders), and information about contact with the agencies intended to serve migrants in New York State. Findings showed ethnic differences in choice of crop, time spend in New York, family situation, and income. With the exception of food stamps and child care and health programs, no federal, state, or local aid programs were heavily used. Agencies providing services need to consider effective ways of coordinating services and publicizing their programs among migrants. (JH)

For the Dignity of Humanity. 2nd Annual Commemoration of Black History.
National Oceanic and Atmospheric Administration (DOC), Rockville, Md.

Pub Date-Feb 79
Note-52p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.80)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Affirmative Action, Bias, Biographical Inventories, *Black History, Black Role, Civil Rights, *Cultural Awareness, Cultural Differences, *Democratic Values, Disadvantaged Groups, *Human Dignity, Minority Groups, Negative Attitudes, Political Issues, Quality of Life, Racial Attitudes, Racial Segregation, Slavery, Social Change, *Social History, Social Integration, Social Problems, *United States History

This booklet contains selected background materials, biographical information, anecdotes, and statements documenting contributions made by blacks to American history. Objectives are to call attention to information about blacks which has been systematically excluded from United States history books and to help people understand the life, heritage, culture, and problems of Americans of African descent. Organized in chronological order, the 22 sections focus on black individuals including Dred Scott, Harriet Tubman, Sojourner Truth, Frederick Douglass, Blanche K. Bruce, George H. White, Homer Plessy, W.E.B. Du Bois, Booker T. Washington, Ralph J. Bunche, Mary McLeod Bethune, and Percy L. Julian. For each biographical example, information is presented on personal data, the historical period in which the individual lived and worked, types of difficulties overcome by the individual in question, and major contributions. Major topics throughout the biographical sketches focus on the slavery system, prejudice and discrimination, and the civil rights movement. A concluding section presents civil rights-related quotations from Martin Luther King, President John F. Kennedy, and President Lyndon B. Johnson. (DB)

ED 175 827 SP 014 568

Demak, Leonard S.

Health Education Survey.

Pub Date-79

Note-21p.

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Course Content, *Health Education, Secondary Education, *Student Attitudes, *Surveys

This sample health education survey used in the Wayne County, Michigan, Intermediate School District is designed for the purpose of identifying major health topics taught, the grade levels at which they are taught, and the number of class periods devoted to each. Provision is made for information on the name of the course in which health-related topics are taught. A section is included for information on grade level and subject area in which major health concepts are the topic of instruction. (JD)

ED 175 877 TM 008 316

Sipple, Thomas S. And Others

A Study of Classifying and Seriating Matrices. Technical Report No. 470. Report from the Project on Children's Learning and Development.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Wisconsin Univ., Madison.

Pub Date-Oct 78

Note-70p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Classification, *Cognitive Development, Cognitive Processes, Complexity Level, Cross Sectional Studies, *Developmental Stages, Elementary Education, *Logical Thinking, Mathematical Concepts, *Matrices, Performance Tests, Recall (Psychological), Sex Differences, *Task Performance, Visual Stimuli

Identifiers-*Piaget (Jean), *Piagetian Tests

Matrix tasks designed to assess the logical properties of multiple classification and multiple seriation were administered to 105 first, third, and fifth grade children. The tasks included cross-class and double series matrices, each of which had a reproduction and a transposition instructional set, and a revised set of cross-class and double series matrix tasks using cylinders and squares. Task presentation order effects and sex differences were not noted. On the traditional matrix tasks, grade level differences reached statistical significance for cross-class tasks only; reproduction of the double series matrix was significantly easier than transposition; no intermatrix reproduction task comparisons were significant, while cross-class transposition was significantly easier than double series transposition. Approximately 50% of the children who passed a cross-class task and failed double series responded with a cross-classification in the traditional blue cylinders format. When stimulus conditions, number of possible correct solutions, and components of visual memory were all held constant on the revised matrix tasks, cross-class was significantly more difficult at the third grade level in both green square and blue cylinder formats. The revised green square and cylinder formats were equally difficult. Accordingly, cross-classification appeared to be more difficult than double seriation for children of transitional status. (Author/RD)

ED 175 550 PS 010 830

FitzGibbon, Ann

The Self-Concept Target Game: A Comprehensive Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Pub Date-Aug 73

Note-72p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Aspiration, Blacks, Caucasians, Elementary Education, *Elementary School Students, Grade 2, Grade 3, *Psychological Tests, *Racial Differences, Research, *Self Concept, *Sex Differences, Test Reliability, Test Validity

Identifiers-*Responsive Environment Model, Self Concept Target Game

A Self Concept Target Game (SCTG) which was designed to measure the level of aspiration of second or third grade children who had been exposed to at least two years of the Responsive Model Follow Through (RMFT) Program, and the field testing of the game are described in this report. The game is played by throwing and pushing a bean bag along a plastic board to hit targets of varying difficulty, after indicating which target area one expects to hit. Three field tests of the game were conducted. Results of the first test indicated that the game had validity since the results correlated with teachers' choices of children high and low in self concept. The second test indicated that RMFT children performed better than children not exposed to the special program and that the children with the most realistic expectations were those taught by black teachers who scored highest on a Responsive Observation Schedule. The third and largest field test included 553 second and third graders in five school districts throughout the country. Total group and school district results showed that second graders did better than third graders, that blacks were less realistic on their expectations than whites, and that boys were less realistic than girls. RMFT program enrollment did not seem to make a difference in score. Descriptive total and individual item scores and correlations among the items and with the total score are given separately for each school district and for the total group. Conditions for use of the SCTG by researchers are specified. (Author/RH)

ED 175 670 SE 028 658

Hill, Thomas J., Ed.

Supplementary and Enrichment Series: Plane Coordinate Geometry. Teachers' Commentary. SP-11.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-64

Note-51p.; For related documents, see SE 028 648-675; Contains occasional light and broken type

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Algebra, Analytic Geometry, Curriculum, *Curriculum Guides, Enrichment, *Geometry, *Graphs, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics

Identifiers-*School Mathematics Study Group

This is one in a series of manuals for teachers using SMSG high school supplementary materials. The pamphlet includes commentaries on the sections of the student's booklet, answers to the exercises, and sample test questions. Topics covered include definitions, parallel and perpendicular lines, distance formula, midpoint formula, linear equations, and circles. (MP)

ED 175 699 SE 028 687

Schaaf, William L., Ed.

Reprint Series: Memorable Personalities in Mathematics - Twentieth Century. RS-12.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-69
Note-54p.; For related documents, see SE 028 676-690
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum, *Enrichment, *History, *Instruction, *Mathematicians, Mathematics Education, *Modern Mathematics, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials
Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series makes available expository articles which appeared in a variety of mathematical periodicals. Topics covered include: (1) Srinivasa Ramanujan; (2) Minkowski; (3) Stefan Banach; (4) Alfred North Whitehead; (5) Waclaw Sierpinski; and (6) J. von Neumann. (MP)

Brown, Mark And Others
Florida's Urban Environment. Teacher's Guide.
Florida Audubon Society, Maitland.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-75
Grant-G007407881
Note-28p.; For related documents, see SE 028 807-810; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*City Planning, *Elementary Secondary Education, Environment, *Environmental Education, Planning, Public Policy, *Urban Areas, *Urban Environment, *Urban Studies
Identifiers-Energy Education, Florida

This unit begins with the historical development of Florida and analyzes development from the perspective of an energy system. The unit deals with the urbanization process currently taking place in Florida and explores where it may be leading. Lessons are designed for individualized instruction or for use by students in small groups. In some cases material may be used by students in large groups. (Author/RE)

ED 175 746 SO 011 890

Thode, Kathleen B., Ed.

Freedom from Want: Towards More Equality. Proceedings of the Conference on Income Maintenance and Full Employment.

Safeco Insurance Co., Seattle, Wash.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Apr 76

Note-129p.; Photographs are not included in this manuscript and are therefore not available from EDRS

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Change Strategies, Changing Attitudes, Economic Change, *Employment, Employment Opportunities, Federal Legislation, Finance Reform, *Government Role, *Guaranteed Income, *Income, Jobs, Political Issues, *Social Problems, Taxes, Unemployment, Values, Welfare

The document reports on a 1976 conference discussing critical issues related to income maintenance and full employment. The objective is to explore the persistence of inequality and want in America and the issue of achieving more equality through income maintenance programs and full employment. Major topics include values issues; income maintenance as related to the shortcomings of the current system, its implications and practicalities; attitudes necessary for change; and suggested strategies for change. Conclusions show a need to heighten public awareness of the inequitable distribution of income and wealth, the necessity of dealing with full employment and income maintenance programs in an integrated way, a need to redesign current means of providing income support and jobs, and a need for leaders who promote cooperative values. Speeches are entitled: Recent Welfare Reform Efforts,'' Income Equality - Tax Exemptions and Tax Credits,'' The Welfare Mess - Underlying Value Assumptions,'' Political Prospects for Full Employment and Income Maintenance Legislation,'' The Politics of Full Employment,'' Implications of Welfare Reform,'' Full Employment Legislation,'' The Persistence of Inequality,'' Extending Employment Opportunities - Who and How?'' and Increased Employment - Private Sector Initiatives.'' A bibliography concludes the report. (Author/CK)

ED 175 364 HE 011 692

Farmer, Charles H.
Administrator Evaluation: Concepts, Methods, Cases in Higher Education.
Higher Education Leadership and Management Society, Inc., Richmond, Va.
Pub Date-May 79
Note-217p.
Available from-Higher Education Leadership and Management Society, Inc., Richmond, Va.
Pub Type- Guides - Non-Classroom (055) - Books (010)
Document Not Available from EDRS.
Descriptors-*Administrative Personnel, Administrator Education, *Administrator Evaluation, Career Development, College Administration, College Faculty, College Planning, Committees, Contracts, Evaluation Methods, *Higher Education, Management by Objectives, *Professional Development, Questionnaires, Rating Scales
Identifiers-Austin College TX, Furman University SC, State University of New York, University of Tulsa OK

Designed for faculty and administration in higher education, the book describes concepts, methods, and case studies in the field of administrative assessment. The first section explores issues and perspectives in three chapters authored by Charles H. Farmer: Why Evaluate Administrators?'', How Can Administrators be Evaluated?'', and Who Should Evaluate Administrators?'' In the second section approaches to administrative evaluation are discussed in the following chapters: Rating Scales for Evaluating Administrators'' (Charles H. Farmer); Growth Contracting for Administrator Evaluation and Development'' (Neal R. Berte and Edward H. O'Neil); The Ad Hoc Committee Model'' (G. Lester Anderson); and MBO and Administrator Evaluation'' (Phillip C. Winstead). Administrator evaluation practices are covered in a third section containing: University of Tulsa Overrated Rating Scales'' (Charles H. Farmer); Austin College Institution-Wide Career Development'' (Dan T. Bedsole); State University of New York Presidential Evaluation'' (Murray H. Block); and Furman University Institutional Planning, MBO, and Administrator Evaluation'' (Phillip C. Winstead). The final section on planning a program of administrator evaluation has one chapter, Administrator Evaluation Building on the State of the Art'' (Charles H. Farmer). Appended are descriptions of 28 administrator evaluation programs. An annotated bibliography is included, as are flow charts and a sample questionnaire rating scale. (PHR)

ED 175 450 IR 007 618

CABOODLE: An Arts and Humanities Television Series for Children. Final Report. Section I: Summary of Activities.

Southwest Texas Public Broadcasting Council, Austin.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0465
Note-19p.; For related documents, see IR 007 619 and ED 165 719
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Activities, *Art Education, *Childrens Television, Curriculum Development, *Educational Television, *Humanities Instruction, National Surveys, *Primary Education, Program Development, Program Evaluation, *Programing (Broadcast), Program Planning, Teaching Guides

This chronological summary describes the activities of the group that is developing CABOODLE, a children's educational television series in the arts and humanities, for the year 1978. Program areas reviewed include project personnel, project administration, curriculum design, physical facilities, materials and script development, research and field testing, talent search, teacher workshops, production, teacher's guide development, national evaluations, publicity, teacher evaluation, program revision plans, community outreach, and review of the final report draft. (CMV)

ED 175 472 IR 007 646

White, Robert L.

Computer Output Microform (COM) Catalog Requirements for the Virginia Commonwealth University Libraries.

Virginia Commonwealth Univ., Richmond.

Pub Date-Mar 79

Note-78p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Cataloging, *Catalogs, *Computer Output Microfilm, Cost Effectiveness, Library Planning, Microform Readers, Problems, *Specifications, *University Libraries

Identifiers-*Virginia

Generated as the result of the deliberations of the COM Catalog Advisory Work Group, which depended heavily on a review of the available literature, individual analysis, and group discussion, this report is intended as a general planning document for Virginia Commonwealth university libraries concerning their possible implementation of a COM (computer output microform) catalog. Attention is given to the advantages and disadvantages of a COM catalog, building a library data base, strategies for conversion, closing the card catalog, COM catalog format and frequency of update, film type and format, and problem areas. Special importance is placed on listing the following types of requirements for a COM catalog: general, bibliographic records, film format, and microform readers. In addition, recommendations for dealing with potential problem areas are presented, as well as a general implementation schedule. Included are appendices on retrospective conversion (SOLINET), bibliographic record formats, library location designations, estimated card catalog maintenance costs, a framework for cost-benefit analysis, design for a catalog use study, statistical projections, film format (roll film vs. fiche), and measures of COM catalog effectiveness. A selective bibliography on COM catalogs is also provided. (Author/JD)

ED 175 587 RC 011 375

Cohn, Nancy Raphael, David

Migrant Health Program. Federal Resources and Rural Health. (Rural Health Report No. 7).

Rural America, Inc., Washington, D.C.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Aug 77
Note-17p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agricultural Laborers, Federal Legislation, Financial Support, *Health Needs, *Health Programs, Health Services, *Medical Services, *Migrant Health Services, *Migrant Workers, Rural Areas, *Seasonal Laborers
Identifiers-*Migrant Health Act

The health needs of the approximately three million migrant and seasonal farmworkers and their families are clearly among the greatest needs of any population group in the country. In 1962 the Migrant Health Act became the first legislation intended to address some of the health needs of migrants. By 1976 Migrant Health Centers had served 415,000 migrant and seasonal farmworkers and had provided primary health services, supplemental health services, referrals, hospitalization, and payment for these services. The centers also provide environmental health services. The program annually supports 92 projects, 35 of which are the health centers. Almost all of the high migrant impact areas have been penetrated by the program. Some obstacles hinder program effectiveness. Most states view the problem of migrants as a federal problem and assume little or no responsibility for migrant health care. Many health services are located far from migrant camps and transportation is a problem. Migrant health project teams may be prevented from entering a camp without the permission of the grower. Inadequate funding is the greatest problem of all. In 1976 it was estimated that providing a minimal level of primary care would require $61 million; $30 million was appropriated for the program. Recommendations to upgrade and expand health facilities and programs for migrant workers conclude this report. (DS)

ED 175 645 SE 027 886

CSMP Mathematics for the Intermediate Grades Part III, Teacher's Guide. The World of Numbers. Experimental Version.

Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-407p.; For related documents, see SE 027 875-893; Contains colored charts and activities which may not reproduce well; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Arithmetic, *Curriculum Guides, Decimal Fractions, Division, *Elementary School Mathematics, *Instructional Materials, Integers, Mathematical Logic, *Mathematics Curriculum, Mathematics Instruction, Multiplication, *Number Concepts, Rational Numbers, Textbooks, Worksheets
Identifiers-*Comprehensive School Mathematics Program

This guide represents the final experimental version of a pilot project which was conducted in the United States between 1973 and 1976. The ideas and the manner of presentation are based on the works of Georges and Frederique Papy. They are recognized for having introduced colored arrow drawings (papygrams'') and models of our numeration system (the Papy minicomputer'') into the teaching of mathematics at the elementary and secondary level in Belgium. This program follows the spiral approach.'' This guide reviews some basic numerical activities and introduces some new concepts. Topics included are composition, multiples and divisors, combinatorics, the minicomputer, decimals, multiplication, fractions and division. The standard minicomputer moves are reviewed. (Author/SA)

ED 175 802 SP 013 876

Presson, Jewell B. Tubb, Gary W.

PERT Analysis Used in Implementing Multicultural Programs in Teacher Education.

Pub Date-Feb 79

Note-64p.; Paper presented at the Annual Conference of the Association of Teacher Educators (Orlando, Florida, February 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cultural Awareness, Cultural Pluralism, *Curriculum, *Curriculum Development, Educational Needs, Higher Education, Intercultural Programs, *Multicultural Education, Needs Assessment, Preservice Education, Research Methodology, *Teacher Education

The main thrust of this paper deals with the construction of a Program Evaluation and Review Technique (PERT) designed to implement multicultural curricula into four-year teacher education programs, in order to promote cultural awareness and an unbiased attitude towards learners. The most prominent mechanism of the technique is the opportunity it creates for student interaction with educational materials through a gradual acquisition approach. Methods of measurement and assessment of the project while it is in operation are built into the PERT system. The bulk of the paper consists of step-by-step instruction for the development of a PERT network within preexisting university-based teacher education programs. Specific materials, including textbooks, learning modules, filmstrips, and other audiovisual aids are suggested. A detailed budget and cost analysis are included. (LH)

ED 175 828 SP 014 572

Buffie, Edward G.

Significant Factors in the Employment Process: Views From Administrators and Teachers.

Pub Date-Jan 79
Note-102p.; For related document, see SP 010 374
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Administrator Attitudes, *Decision Making, Employment Interviews, *Job Applicants, Job Market, Job Placement, Principals, *Success Factors, *Teacher Employment, Teacher Selection

Followup studies of a teacher education program emphasizing active field experience in public schools revealed that graduates had a high rate of success in obtaining teaching jobs. This study was designed to find out what factors were involved in the process of hiring these students. A comprehensive forced-choice questionnaire was submitted to principals and others in decision-making positions to discover what were the most important criteria in the final decision to hire an applicant for a teaching position. Results of responses provide a profile of administrative thinking in weighing personal and professional abilities of applicants. Results also give a picture of the attitudes of administrators toward the school the applicant attended and the kind of education programs considered by them to be effective. Questionnaire results are presented in tabular form with narrative exposition. Appended to this report is a Job Search Model that has been used by graduates of the program under examination. (JD)

ED 175 918 TM 009 558

Egelston, Richard L.

Attitude Changes Toward Ten Evaluation Situations As a Result of TAFI Workshops.

State Univ. of New York, Albany. Educational Research and Service Center.

Pub Date-1 May 79

Note-22p.; For related document, see TM 009 557; Paper presented at the Annual Meeting of the New England Educational Research Organization (Provincetown, Massachusetts, May 1, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes, *Adoption (Ideas), *Changing Attitudes, Elementary Secondary Education, Higher Education, Participant Satisfaction, *Supervisory Training, *Teacher Evaluation, *Workshops

Identifiers-*Teacher Appraisal for Improvement

Phi Delta Kappa's Teacher Appraisal For Improvement Workshop (TAFI) was examined relative to its effectiveness in changing the attitudes of teachers, administrators, and others toward teacher evaluation. A sample of 315 respondents (mostly administrators), from 13 workshops conducted by two leaders, was given a pre workshop and a post workshop attitude inventory. The inventory consisted of ten situations describing teacher evaluation criteria. The criteria included: unstructured or systematic evaluation by administrators, peers, or students; teacher skill testing; and scores on standardized or objectives-based tests. Respondents were asked to indicate their degree of willingness to implement the situations in their schools on a five-point Likert scale. Repeated measures analysis of variance for each item revealed that the three groups differed significantly on four situations; teachers were less willing to use most evaluations than administrators. While the attitude change for all groups was positive, the magnitude was small. Furthermore, no indication was provided of the long-term effects of TAFI. (A table summarizing the ten approaches to teacher evaluation is appended.) (Author/CP)

ED 175 346 HE 011 650

Brown, Charles I., Ed. Sanford, Timothy R., Ed.

IR: A Look towards the 1980's and Institutional Research and Student Aid. Proceedings, Sixth Annual Meeting of the North Carolina Association for Institutional Research and the Drive-In Conference, Charlotte, November 1-2, 1978, and Southern Pines, August 10-11, 1978.

North Carolina Association for Institutional Research.

Pub Date-Nov 78

Note-65p.

Available from-NCAIR Secretary and Assistant Director of Institutional Research, University of North Carolina-Chapel Hill, Chapel Hill, NC 27514

Pub Type- Collected Works - Proceedings (021) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Access to Education, College Role, Educational Finance, Federal Aid, Federal Regulation, Futures (of Society), *Government School Relationship, *Higher Education, *Institutional Research, Prediction, Program Planning, *Researchers, State Aid, State Government, *Student Financial Aid, Values

Identifiers-CHOICE Project, Constitutions (Documents), *North Carolina Assn for Institutional Research

Highlights of the Sixth Annual Meeting of the North Carolina Association for Institutional Research (NCAIR) and of the Drive-In Conference held prior to the annual meeting are presented. The major emphasis of the annual meeting was to look toward the 1980's and project the role that institutional research might play in higher education. The following addresses presented to the general sessions are included: Old Values and New Realities'' (Billy O. Wireman); Surviving with the Uncertainties of the Future'' (James R. Montgomery); and State Government and Higher Education in the 1980's: Implications for Institutional Researchers'' (Banks G. Talley, Jr.). The following addresses presented to the general sessions of the Drive-In Conference are also included: The Federal Government Spends Billions on Student Aid So What'' (Joseph C. Creech); The CHOICE Project'' (Joan S. Stark); Student Financial Aid: Facts, Myths, and Unanswered Questions'' (Jonathan D. Fife); and The Three R's: Revolution, Research and Remedy'' (William M. Geer). The reports of the work group sessions on curricula, faculty, students, external funding, facilities, and administration are summarized. Agendas for the two meetings are included. The constitution and by-laws of the NCAIR and the NCAIR membership directory are appended. (SC)

Anderson, Scarvia B. Ball, Samuel
The Profession and Practice of Program Evaluation.
Pub Date-78
Note-252p.
Available from-Jossey-Bass, Inc., 433 California Street, San Francisco, CA 94104 ($13.95)
Pub Type- Books (010) - Guides - Non-Cla[illegible]om (055) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Evaluation Criteria, *Evaluation Methods, *Evaluators, Formative Evaluation, Higher Education, National Surveys, *Needs Assessment, Productivity, *Professional Occupations, *Program Effectiveness, *Program Evaluation

In a practical guide to program evaluation, many issues still facing this rapidly expanding profession are discussed. Strategies are suggested for overcoming difficulties and establishing a systematic and effective approach to the profession. The most appropriate methods for the different purposes of evaluation are pointed out, and procedures are described to ensure productive communication during the evaluation process. Ethical responsibilities in evaluation, problems of training and assessing evaluators, and effects of evaluators' preferences and values on their investigations are also discussed. Situations and conditions that make evaluation unnecessary or unproductive are examined, and numerous examples of negative and positive evaluation efforts are included. The results of two surveys that describe the training of evaluators and evaluations of federally-supported (DOD, etc.) adult training programs are also reported. It is shown that many of those programs had been assessed with emphasis on formative evaluation, that most had written statements of goals, and that well over half of the programs had been modified as a result of the evaluation. Workbook-like tables, charts, and checklists are supplied to aid in the practical application of evaluation principles. (LBH)

ED 175 408 IR 007 570

Texas Library Trustees: A Handbook for Public Library Board Members in Texas.

Texas State Library, Austin. Dept. of Library Development.
Pub Date-79
Note-34p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Board Candidates, Communication Skills, *Governing Boards, Library Administration, Library Planning, *Public Libraries, *Responsibility, *Trustees
Identifiers-*Texas

This manual for public library board members in Texas was written to help new board members learn how to delineate their powers and responsibilities and to contribute to the training of all board members. Information on issues concerning public libraries is provided, and fundamental issues involved in setting library policy and priorities are identified. The role of the trustee as communicating agent between the library and the public, and between the library and community government, is examined and guidelines are presented. (CWM)

Ford, John J., III And Others
A Guide to Developing Educational Products.
Network of Innovative Schools, Inc., Andover, Mass.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-78
Contract-300-75-0396
Note-53p.
Available from-The NETWORK, 290 South Main Street, Andover, Massachusetts 01810 ($3.50, prepaid)
Pub Type- Guides - Non-Classroom (055) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Check Lists, Educational Research, *Instructional Design, *Instructional Materials, Worksheets

Intended to assist in the development of instructional products that can be used without direction or assistance from the developer, this guide identifies and describes in a systematic yet flexible approach steps in the product development process. These steps, called phases, serve as chapter headings: Phase I Clarifying the Need; Phase II Creating the Prototype; Phase III Critiquing the Product; Phase IV Changing the Product; Phase V Disseminating the Product. Checklists showing the options the developer has in deciding who will do what part of the master copy are included, and sample worksheets and charts are provided in the appendices. The techniques described have been field-tested and refined by the authors. (Author/JD)

Student Progress Portfolio.
Community Coll. of Vermont, Montpelier.
Pub Date-78
Note-64p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Career Planning, Community Colleges, Continuous Learning, *Educational Planning, Educational Resources, *Educational Strategies, Experiential Learning, *Individual Development, *Individual Study, *Junior Colleges, Learning Modules, Programed Materials, Self Actualization, *Self Evaluation
Identifiers-Student Objectives

The Community College of Vermont has developed a Student Progress Portfolio designed to help students become self-reliant and continuous learners. The Portfolio is divided into four primary sections: Assessment, Planning, Implementation, and Evaluation. It is intended to be used as a handbook by either groups or individuals to establish educational goals and priorities and develop techniques for their achievement. The Assessment section provides exercises to enable the student to identify personal and educational goals, personal attributes, and preferred learning style, and provides a method for prioritizing those goals. The Planning section introduces a variety of learning models, e.g., Clusters, Work Experience Programs, Classroom Instruction, Independent Study, and Experiential Models. Procedures are outlined for degree planning and course selection. The Implementation section presents ideas and procedures to follow to identify course objectives and make full use of educational resources. Evaluation is the fourth stage in the learning process and the Portfolio provides a set of directed questions to help the student evaluate learning experiences in the context of personal goals. (DR)

Ahart, Gregory J.

Opportunities for HEW to Improve the Administration of Day Care Programs.

General Accounting Office, Washington, D.C. Div. of Human Resources.
Report No.-HRD-78-81
Pub Date-22 Mar 78
Note-30p.
Available from-U.S. General Accounting Office, Distribution Section, P. O. Box 1020, Washington, D.C. 20013 ($1.00)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administration, Class Size, *Day Care Programs, Early Childhood Education, Eligibility, *Federal Aid, Fees, *Guidelines, *Program Improvement, Student Teacher Ratio, Teacher Qualifications
Identifiers-Department of Health Education and Welfare, *Federal Interagency Day Care Requirements, *Social Security Act, Social Security Act Title XX

A review of selected aspects of day care programs in Colorado, Missouri, Arkansas and New York which were funded under Title XX of the Social Security Act produced the following findings. The developmental needs of most children could be met with standards requiring less staff than those mandated by Federal Interagency Day Care Requirements (i.e., those requirements specifying standards for group sizes, staff-to-child ratios, and services to be provided). Methods used by the states to compute staff-to-child ratios were inconsistent. Family home day care was generally provided by persons with no formal training in child development. Graduated fee schedules are needed to help income-eligible families make an orderly transition from subsidized to nonsubsidized day care. Some states were not providing employment-related day care for two parent families. Recommendations for the formulation of guidelines in the areas of minimum care standards, staff-to-child ratios, minimum training requirements, and graduated fee schedules are made. This report was submitted by the General Accounting Office to the Secretary of Health, Education and Welfare. (Author/RH)

ED 175 569 PS 010 855

Garrison, Karen R. Brown, Robert D.
The Effects of Cognitive Modification and Informed Teachers on Communication Apprehension in Children.
Pub Date-Apr 79
Grant-78-057-OC(2)
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anxiety, *Communication Skills, Coping, Elementary Education, *Elementary School Students, *Intervention, *Speech Communication, *Teacher Influence
Identifiers-*Cognitive Modification, *Systematic Desensitization

This study investigated the effects of two treatment conditions cognitive modification and informed teachers on communication apprehension in children in grades 4, 5 and 6. The subjects were 109 students who scored one standard deviation or higher above the mean for their grade level on the Measure of Elementary Communication Apprehension (MECA). The students were assigned to one of three treatment conditions: (1) control; (2) informed teacher (in which the teacher was given a written explanation of communication anxiety (CA), was notified which of his or her students were high in CA; and was given written suggestions for dealing with CA in the classroom), and (3) cognitive modification (an approach combining systematic desensitization and cognitive restructuring). The cognitive modification treatment sessions consisted of ten 45-minute sessions over a period of five weeks. The MECA was used as a post treatment measure of failed. These results indicate a relation between how children organize or tests indicated that cognitive modification significantly reduced communication apprehension, while informed teachers did not. Grade level and interaction effects were not significant. Both teachers and students found the time spent in the CM classes worthwhile. Results suggest that removing students from regular classroom activities to participate in a CM class can be justified to parents, teachers, and administrators. (Author/SS)

ED 175 606 RC 011 593

Nolan, Michael F. And Others
Rural Residents in the Ozarks: A Comparison of Migrants and Nonmigrants.
Missouri Univ., Columbia. Office of Rural Development.
Pub Date-23 Aug 79
Note-20p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Burlington, Vermont, August 23-26, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Attitudes, *Community Services, Delivery Systems, Demography, *Local Issues, Relocation, Rural Areas, *Rural Development, Rural Population, Social Attitudes, Social Indicators, Tax Allocation, *Urban to Rural Migration
Identifiers-Impact Studies, *Long Term Residents, *Missouri (Ozarks)

To compare various socio-demographic indicators and attitudes on community issues of recent urban to rural migrants with those of native residents, personal interviews were conducted with an adult in 3391 households in the 5 county Meramec Area of Missouri during the fall of 1977. Of the respondents, 24% had lived in the county 7 years or less, 32% had lived in the county 8 years or more, and 44% had never lived outside the county. Findings indicated that urban to rural migrants were younger, more educated, and had higher incomes than other residents of the area. All groups were in substantial agreement that tax money should be directed to medical facilities, law enforcement, improved roads, services to senior citizens, and fire protection. There were differences between age groups on spending more tax money to improve schools and build playgrounds but there were few differences among migrants within age groups. Over 66% of respondents felt the county was increasing in population and felt that the change was good. There was wide support for attracting industry, business, services, and new employment opportunities, and moderately strong support for the county to attract tourists and new residents. Migrants and nonmigrants alike desired the same kind of services; while population increase may bring an increased demand on services, it should not result in calls for either new services or a change in the mix of services provided. (NEC)

Texas Migrant Council, Inc. Siempre Unidos.

Texas Migrant Council, Inc., Laredo.

Note-66p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Attendance Patterns, Average Daily Attendance, Day Care Programs, Day Care Services, Enrollment, *Migrant Children, *Migrant Education, Migrant Health Services, Migrant Worker Projects, *Mobile Educational Services, *Preschool Education, Program Administration, Program Content, *Program Development

Identifiers-Project Head Start, *Texas, *Texas Migrant Council

In 1969 the Texas Migrant Council Mobile Head Start began a program of year-round day care/head start services that would follow migrant children from their South Texas winter home to certain northern states during the summer. Services included educational, medical and nutritional help. Prime grantee for the project was initially the Colorado Migrant Council with the United Migrants for Opportunity becoming the successor-in-interest in 1970. The 1969-70 portion of the project faced many problems involved in setting up a new program (locating the migrants in their northern destinations, securing facilities, establishing local credit), but 233 children were served during this primary phase. Later operations became much smoother. During the summer of 1970 seven centers in Michigan, Minnesota, North Dakota, Oregon, Wyoming, Ohio and Wisconsin served 803 children; eleven South Texas centers enrolled 937 children during the winter of 1971. The educational component of the program involved five major areas: English, visual lessons, ideas and concepts, motor, and independent activity lessons. This document describes the operation of the project under both the Colorado Migrant Council and the United Migrants for Opportunity. A section on the Texas Migrant Council discusses its present and future operations, particularly the head start program. (DS)

Brown, Mark And Others
How Things Work. Teacher's Guide.
Florida Audubon Society, Maitland.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-75
Grant-G007407881
Note-29p.; For related documents, see SE 028 807-809
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Earth Science, *Ecology, Elementary Secondary Education, *Energy, Environment, *Environmental Education, *Environmental Influences, Pollution, *Science Education
Identifiers-Energy Education, Florida

This unit examines the earth's processes and systems from an energy perspective. A technical language for discussion of energy systems is developed. Objectives include the ability of students to discuss earth's carbon/oxygen cycle, hydrological cycle, and heat patterns and the functioning of producers, consumers and decomposers in the environment. Students will also be able to describe simple environmental concepts and predict consequences of changes in the environment. (Author/RE)

ED 175 765 SO 011 932

The Micro TIPS - Cases - Programmed Learning Course Package.

Heriot-Watt Univ., Edinburgh (Scotland). Esmee Fairbairn Economics Research Centre.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 76
Contract-400-76-0100
Note-341p.; For related documents, see SO 011 930-937; Not available from EDRS in paper copy due to light and broken print type of much of the original document
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Case Studies, Computer Oriented Programs, Concept Formation, *Concept Teaching, Data Analysis, Decision Making, Definitions, *Economic Education, *Economic Factors, *Economics, Educational Objectives, Higher Education, *Instructional Materials, Teaching Methods

Part of an economic education series, the course package is designed to teach basic concepts and principles of microeconomics and how they can be applied to various world problems. For use with college students, learning is gained through lectures, tutorials, textbooks, programmed text, cases, and TIPS (Teaching Information Processing System). Time allotment is a 15-week semester. The guide is divided into nine parts. Part I describes the package, including distinguishing features, course content, teaching techniques, and organization. Part II presents the course management plan. Parts III through VI offer four course unit lectures which define, explain, and give examples of economic concepts, issues, and tools; demand; supply; and price and output determination in markets. Part VII contains multiple choice objective examination questions and answer keys for each unit. Part VIII introduces sample TIPS materials and nine case descriptions. TIPS is a computer based testing and evaluation system used by both teacher and student to diagnose student difficulties and prescribe remedies. Survey materials include educational objectives by topic, multiple choice questions and answer keys, sample student progress reports, and a summary for each unit. Case descriptions offer students practice in applying economic concepts. Part IX presents questionnaires for student information, continuous evaluation, and final evaluation, pretests of economics and basic mathematics comprehension, a psychological inventory, and a final examination testing microeconomics knowledge. (CK)

ED 175 783 SO 011 950

Black, Watt L. And Others
The Political Involvement of Social Studies Teachers in Texas.
Pub Date- 77
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Changing Attitudes, *Citizen Participation, Community Involvement, Elementary Secondary Education, Political Attitudes, *Political Influences, *Social Studies, State Surveys, *Teacher Attitudes, Teacher Background, Teacher Characteristics, Voting
Identifiers-Texas

Attitudes toward and participation in politics by elementary and secondary school social studies teachers in Texas from 1976-1977 are discussed. Political involvement is interpreted to include voting, contributing time and/or money to a political party, running for political office, belonging to a teachers organization, watching news on television, and reading news magazines. The sample consisted of 243 teachers who responded to a questionnaire sent to 600 randomly selected social studies teachers. The questionnaire focused on voting records, party identification, media exposure, and political activities. Data were collected on teacher age, years of teaching, size of school district, highest degree earned, sex, courses, and grades taught. Findings indicated that there were differences according to teacher background and characteristics. For example, more females always voted Democratic, more males contributed money to political parties than females, and secondary teachers were slightly more likely to run for political office than were elementary teachers. The conclusion is that social studies teachers in Texas are more involved in politics than were teachers during the 1960s. (DB)

ED 175 853 SP 014 736

Mertens, Sally K. Yarger, Sam J.
Documenting Success: A Guidebook for Teacher Centers.
New York State Education Dept., Albany. Div. of Teacher Education and Certification.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-37p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Documentation, Educational Research, Information Dissemination, *Information Needs, Information Science, Information Storage, *Information Utilization, Inservice Teacher Education, Interinstitutional Cooperation, Research Tools, Resource Centers, *Resource Materials, *Teacher Centers

The primary purpose of the documentation operations suggested by the National Teacher Centers Program is to aid individual projects in gaining a more profound and analytical understanding of what is happening within their own centers. The mechanism for this is the development of a massive information storage system, based on data collected from separate agencies. This guidebook outlines a strategy for the implementation of a recording process for programs without diverting great amounts of staff time and/or budget. The suggested documentation techniques can be easily incorporated into a program's prexisting activities. The importance of a favorable climate (in terms of staff attitude), pitfalls to documentation, and sample research instruments are discussed. Methods for analyzing data reaped from the informational system and the program documentation are included. (LH)

ED 175 898 TM 008 828

Snart, Fern Mulcahy, Robert

A Developmental Examination of Recall and Recognition in a Levels of Processing Paradigm.

Pub Date-Apr 79
Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Abstraction Levels, *Age Differences, Complexity Level, Elementary Secondary Education, Foreign Countries, Incidental Learning, Intentional Learning, *Language Processing, Memory, *Recall (Psychological), *Verbal Development, Verbal Stimuli, *Word Recognition
Identifiers-Canada

Age differences in recognition and recall of common nouns were studied using three groups of fifty students, with mean ages of 6.7, 11.4, and 16.9. Subjects were randomly placed in either an incidental or intentional learning condition. All subjects were questioned about the physical, phonemic, and semantic aspects of the same words, in the same sequence. Physical recall for 6-year olds was less than that of 17-year olds, but more than that of 11-year olds. The 11- and 17-year olds had phonemic and semantic recall scores superior to those of 6-years old, but at no level did their scores differ significantly from one another. Physical recognition was greater at age 17 than at ages 11 and 6; phonemic recognition was greater at ages 17 and 11 than at age 6. There were no age differences in semantic recognition. The fact that 11- and 17-year olds had similar recall at deeper levels of analysis and that all age groups were able to recognize words equally well following semantic processing, underlies the potency of processing depth as a factor affecting retention over and above increasing age. (CP)

Tschechtelin, James D.
Black and White Students in Maryland Community Colleges.
Maryland State Board for Community Colleges, Annapolis.
Pub Date-Sep 79
Note-20p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Academic Aspiration, Age, Black Achievement, Black Education, Black Employment, *Black Students, *Caucasian Students, College Majors, Community Colleges, *Employment Patterns, Enrollment Trends, Females, Followup Studies, Junior Colleges, *Junior College Students, Males, Occupational Choice, Persistence, State Surveys, Student Characteristics
Identifiers-*Maryland

Information about the goals and goal achievement of Black and White community college students was obtained from a follow-up survey mailed in Spring, 1978, to all persons enrolled as first-time students in Maryland community colleges in Fall, 1974. Additional information on the Maryland community college system was included in the data analysis. Comprehensive community colleges are available in 23 of Maryland's 24 counties, serving 99% of the state's population. Average annual tuition for full-time students is about $500. Black students enroll in approximate relationship to their number in each college's service area. Considerable differences were found between the characteristics and educational experiences of Black and White students. Black students were more likely to be female, to attend full-time, and to be in business and commerce programs. Over half of the Black students received Basic Educational Opportunity Grants of just over $600. While Black students were somewhat older and took more credits than Whites, the Black students completed fewer credits and were less likely to achieve an associate degree goal. Black students did not achieve their transfer goals as often as Whites, but no differences were found in rate of employment goal achievement. The study report includes a discussion of the Maryland community college system, and the policy implications that result from the data analysis. (Author/DR)

ED 175 671 SE 028 659

Bridgess, Philbrick, Ed.

Supplementary and Enrichment Series: Inequalities. SP-12.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-64
Note-66p.; For related documents, see SE 028 648-675; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Algebra, Curriculum, *Enrichment, *Graphs, *Inequalities, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials
Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series is designed to make material for the study of topics of special interest to students readily accessible in classroom quanitiy. Topics covered include order on the number line, properties of order, solution of inequalities, and graphs of open sentences in two variables. (MP)

ED 175 700 SE 028 688

Schaaf, William L., Ed.

Reprint Series: Finite Geometry. RS-13.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-69
Note-47p.; For related documents, see SE 028 676-690
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Congruence, Curriculum, *Enrichment, *Geometry, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials
Identifiers-*Modular Arithmetic, *School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series makes available expository articles which appeared in a variety of mathematical periodicals. Topics covered include: (1) four finite geometries; (2) miniature geometries; (3) a coordinate approach to the 25-point miniature geometry; and (4) 25-point geometry. (MP)

ED 175 407 IR 007 571

Advisory List of Instructional Media: Easy Books.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

Pub Date-78

Note-34p.; For related documents, see ED 149 744 and ED 149 761

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Book Reviews, *Childrens Books, Elementary Education, *Instructional Materials Centers, Instructional Media, *Library Collections, *Reading Materials, School Libraries, Summative Evaluation

This annotated bibliography from the Materials Review and Evaluation Services lists reviewed and evaluated books classified as "easy" in the school media collection. Educators should bear in mind that books included on this list were selected from those which publishers chose to submit for evaluation and may assume that books available for purchase not appearing on the list either were not submitted for evaluation or received unfavorable reviews. At the end of this bibliography may be found an unannotated list of books which have had favorable reviews in reliable reviewing sources. Books are listed by author and each entry includes title, publisher, date of publication, cost, and grade level; the majority of the titles listed are in the range of K-3. (Author/RAO)

ED 175 451 IR 007 619

CABOODLE Project Evaluation. Section II.
Southwest Texas Public Broadcasting Council, Austin.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0465
Note-76p.; For related documents see IR 007 618 and ED 165 719
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Art Education, Childrens Television, *Educational Television, Evaluation Methods, Field Studies, *Formative Evaluation, *Humanities Instruction, Interviews, Pilot Projects, *Primary Education, *Programing (Broadcast), Teaching Guides

The formative evaluation procedures and results described in this report for the development of CABOODLE, a 13-program educational television series in the arts and humanities for the primary grades, had two significant components. Lab segments testing in the initial development phase helped design a format for the series that would hold the attention of children and, at the same time, provide a satisfactory vehicle for employing varied television techniques for achieving program objectives. Using information gained from this preliminary evaluation, procedures and instruments were developed and the three pilot programs completed in 1978 were tested at four national sites to determine strengths and weaknesses and provide direction for revision. The major part of this report focuses on the procedures and instruments used for the field-testing of the pilot programs and teaching guides a picture page to determine student preferences, student and teacher surveys, forms for recording student responses during observation, student interview forms, and a form for teachers to record student behaviors. Procedures for using the various evaluation instruments and their role in the overall survey are outlined in tabular form, and the findings from each are discussed in some detail. Testing instruments and data charts are attached. (CMV)

ED 175 551 PS 010 831

Moerk, Ernst L.

The Mother of Eve As a First Language Teacher.

Spons Agency-Spencer Foundation, Chicago, Ill.
Pub Date-Mar 79
Note-25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Case Studies, Computational Linguistics, *Infants, *Language Development, *Language Skills, *Linguistic Patterns, Morphology (Languages), *Mothers, Parent Influence, *Parent Role, Phonology, Syntax, Taxonomy
Identifiers-Input Frequencies (Verbal)

A mother's interactions with her young daughter were studied with special emphasis placed upon the frequencies of linguistically instructional input and the strategies employed to provide this information. The girl was between 18 and 28 months old and her mean length of utterance (MIU) was between 1.5 and 4.3 morphemes. Only maternal input was analyzed. Taxonomies and frequency data were established. After demonstrating through independently established data that frequencies of input are of considerable importance for the order of acquisition of specific linguistic skills, observed sample frequencies and estimated overall frequencies were computed. Between 600 and 1,700 items of linguistically instructional input per hour were observed in the various transcribed samples, which leads to an estimate for total instructional input of around 300,000 items per month and around 3,500,000 per year. The instructional techniques that could be categorized and differentiated amounted to around 400 per hour and an estimate of around 115,000 per month. Input frequencies might therefore be important factors in first language acquisition. (Author/RH)

ED 175 747 SO 011 894

Ethnic Studies Bulletins.

Connecticut Univ., Storrs. World Education Project.

Pub Date-79

Note-36p.; Not available in paper copy from EDRS due to light and broken print type of original document

Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cultural Awareness, Elementary Secondary Education, *Global Approach, Instructional Media, *Local History, *Multicultural Education, *Oral History, Photography, State History, *Student Projects

These six bulletins contain teaching suggestions for ethnic, global, and multicultural programs. Doing Family and Local History in Ethnic Studies'' lists Connecticut organizations concerned with family and local history, suggests six steps for implementing a family or local history project, provides a checklist for obtaining data, and includes a selected bibliography. Global Learning Through a Multicultural Calendar'' presents international dates of commemoration, celebration, and reflection from June 1979 to May 1980. Implementing Multicultural Ethnic Studies in Global Learning Programs'' lists objectives and includes student inventory sheets on cultural labeling, program evaluation forms, and situations that illustrate cultural clashes in education. Local Educational Media for Better Multicultural Understanding'' identifies instructional media available on loan to educators, schools, and cultural organizations in Connecticut.

Photography in Ethnic Studies'' suggests photographic projects such as neighborhood pictures, documents, costumes, and cuisine. Preparing Oral Histories for Multicultural Ethnic Studies'' lists 114 oral histories in the archives of the World Education Project, outlines eight steps for an oral history project, and provides copies of an oral history catalog card, release form, and questions for obtaining information. (RC)

ED 175 803 SP 014 036

Programming Educational Research. SVO Series.
Netherlands Foundation for Educational Research, The Hague.
Pub Date-78
Note-86p.
Available from-Foundation for Educational Research in the Netherlands, Pletterijkade 50, 2515 Sh Den Haag, Holland (Free)
Pub Type- Reports - Evaluative (142)
Document Not Available from EDRS.
Descriptors-*Data Analysis, Data Collection, *Educational Research, Foreign Countries, Information Processing, *Program Administration, Program Development, Program Evaluation, *Program Planning, *Research Criteria
Identifiers-Netherlands

A framework is presented for the programming of research within the context of the objectives of the Foundation for Educational Research (SVO) in the Netherlands. The memorandum is divided into three sections. Section one deals with the actual initiative leading to programming. In the second section the framework is sketched in which the programming of research subsidized by SVO should be seen. The third section includes four topics a definition of terms used, a retrospective view of previous initiatives, a survey of programming systems in a number of other countries, and a discussion of the problem of financing educational research in the Netherlands. (JD)

Adrian, Marlene, Ed. Brame, Judith, Ed.

NAGWS Research Reports. Vol. III.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.
Pub Date-77
Note-190p.
Available from-AAHPERD Publications, 1201 16th St. N.W., Washington, D.C. 20036 (Stock #243-26004; $7.75)
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Exercise (Physiology), *Human Body, Injuries, Motor Development, Performance Factors, Physical Education, *Psychomotor Skills, Self Concept, Sex Differences, Social Attitudes, Teamwork, *Womens Athletics

The emphasis in this collection of research reports is on women athletes, their training, physical characteristics, and mental attitudes. Each article describes a research project on one of these topics, the methodology used to obtain findings, analysis of results, and a summary of applications a teacher or coach may use. (JD)

ED 175 878 TM 008 317

Bocian, Barbara Helen

Effectiveness of the Multiunit Elementary School's Instruction and Research Unit and Student Affective Behavior in IGE Schools. Technical Report No. 380. Report from the Project on Organization for Instruction and Administrative Arrangements.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Wisconsin Univ., Madison.

Pub Date-Jul 76

Contract-NE-C-00-3-0065

Note-116p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Affective Behavior, Affective Objectives, Faculty Development, *Individualized Programs, Models, Multiple Regression Analysis, *Program Effectiveness, Program Evaluation, *Self Concept, Social Relations, *Systems Approach

Identifiers-*Individually Guided Education

The purpose of this study was to determine the degree of relationship between the effectiveness of the Instruction and Research Unit in the areas of instructional program (reading and mathematics), organizational operations (procedural and substantive), school-community relations, and staff development to several measures of student affective behavior in Individually Guided Education schools. The framework for the study was based on general systems theory, social systems theory, and self concept theory. Instruction and Research (I&R) Unit Operations Questionnaire was administered to 179 teachers and the Self Observation Scale was administered to 1,409 students. A multiple stepwise linear regression analysis and Pearson product-moment correlations were conducted. A significant amount of variance in student self acceptance and in student-teacher affiliation was explained by I&R Unit Organizational Operations. There was no significant relationship between I&TR Unit total effectiveness and any measures of student affective behavior. (Author/RD)

ED 175 365 HE 011 694

Sloan, Charles A. Farrelly, Edward
How Are Junior College Transfer Students Doing at Senior Institutions?
Northern Illinois Univ., De Kalb.
Pub Date-25 May 79
Note-9p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Admission Criteria, *Articulation (Program), College Admission, Community Colleges, Degree Requirements, Educational Research, Education Majors, Higher Education, Junior Colleges, *Junior College Students, *Success Factors, *Transfer Students, *Upper Division Colleges
Identifiers-Illinois, *Northern Illinois University

The progress of junior college students at Northern Illinois University is considered, a brief review of the junior college movement in Illinois is presented, and admission changes related to transfer students are identified. In 1965 a network of community colleges in Illinois was established with a curriculum designed to provide students with university-parallel instruction. Findings show, however, that students transferring from these programs to senior institutions have lower grade point averages than those students who attended a four-year school as freshmen (natives''). A second study was conducted comparing native and transfer elementary and elementary/special education graduates. Among findings of this study was that ACT composite scores were significantly lower for transfer junior college students than for either natives or students transferring from four-year institutions. It was concluded that the difference seems to disappear the longer junior college transfer students remain at the senior institution, and that students with motivation have an excellent chance of success. (PHR)

ED 175 385 HE 011 788

Hanfmann, Eugenia

Effective Therapy for College Students. Alternatives to Traditional Counseling.

Pub Date-78

Note-347p.

Available from-Jossey-Bass Publishers, 433 California Street, San Francisco, CA 94104 ($14.95)

Pub Type- Books (010) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Ancillary Services, *College Students, Cost Effectiveness, *Counseling Effectiveness, Counselor Acceptance, Crisis Therapy, *Health Services, Higher Education, Intervention, Organizational Effectiveness, *Psychiatric Services, Psychotherapy, Student Attitudes, Student College Relationship, *Student Personnel Services

Identifiers-Brandeis University MA, *Client Counselor Relationship, Holistic Approach

Clinical professionals are offered practical guidelines for organizing psychological counseling services that will be acceptable and available to large numbers of students without being exorbitantly expensive. Detailed accounts are given on therapeutic and administrative procedures that have proven highly effective at Brandeis University's innovative counseling center. Factors that further or hinder progress at different stages of therapy are explored, and numerous case histories are presented that illustrate how a holistic concept of neurosis and health can be applied to counseling work with students. It is shown how professionals in a college clinic can win and maintain student trust, how they can increase the number of hours spent in actual work with students (rather than in meetings or in paperwork), how they can deal with counseling dilemmas posed by new student attitudes about morality and authority, and how they can most accurately evaluate their work. The book is both an exposition on the need for expanding campus psychological counseling services and a detailed handbook for setting up and running those services on an economical and effective basis. (LBH)

ED 175 430 IR 007 594

Wager, Jane C. Rayner, Gail T.

If Anything Can Go Wrong, Maybe It Will.

Pub Date-Apr 79

Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Personnel, Contracts, *Educational Programs, *Extension Education, Learning Laboratories, *Military Training, *Needs Assessment, Operations Research, Personnel Data, *Systems Analysis

Thirty personnel involved in various stages of the Training Extension Course (TEC) design, development, and distribution process were interviewed by telephone to determine the major problems perceived within each stage of the program, which provides validated extension training wherever U.S. soldiers are stationed. Those interviewed included TEC coordinators, project officers, school managers, contractors, and managers of learning centers. The most common problem are mentioned by those groups was school/contractor differences. Because of the significant impact this area has on the success of the TEC contract, the establishment and maintenance of rapport between school and contractor is vital; means by which these differences and problems in other areas might be resolved were discussed with respondents. (Author/CMV)

ED 175 473 IR 007 647

Knepke, Beth

The Curriculum Laboratory in an Academic Library: A Simulated School Library.

Salisbury State Coll., Md.

Pub Date-79

Note-16p.

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Development, Higher Education, Library Collections, *Library Guides, Library Materials, Physical Facilities, *School Libraries, *Simulation, Student Teachers, Teacher Education

Identifiers-*Curriculum Laboratories, Facility Utilization

This description of the simulated school library of the Salisbury College curriculum laboratory explains its operation and development in a small college setting. Sections provide an overview of the laboratory's collections, physical arrangement, and use. Included are handouts given to students which describe the facility's philosophy and services: the Curriculum Laboratory Center, How to Devise a Lesson Plan, Xerox Curriculum Clearinghouse Guide, What Is a Curriculum Guide, How to Use the Education Index, How to Use the CIJE (Current Index to Journals in Education), and What Is ERIC (Educational Resources Information Center) and How to Use ERIC. (Author/JD)

ED 175 588 RC 011 386

Foshee, Jane E.

P.A.S.S. Program (Portable Assisted Study Sequence).

Parlier Unified School District, Calif.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.

Pub Date-78

Note-24p.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Records, Bilingual Education, *Correspondence Courses, Correspondence Study, Course Organization, *Credits, English Instruction, Enrollment, Extension Education, Graduation Requirements, *High School Students, *Migrant Education, *Migrant Youth, Non English Speaking, School Districts, Secondary Education, Unit Plan

Identifiers-*California, PASS Program, *Portable Assisted Study Sequence Program

Motivated migrant students can accumulate some credits necessary for high school graduation via the Portable Assisted Study Sequence (PASS) Program of correspondence courses. Migrant students enrolled in any high school district in California may also enroll in a PASS course to make up credit deficiencies in reading, English, speech, general math, algebra, U.S. history, Mexican American history, American government, general science, outdoor study, and work experience. Students may continue to work through Parlier and accumulate credits as they migrate throughout the state. The adapted curriculum follows the approved and accredited course of study. Courses are organized into units; partial credit is given for unit completion. Some courses are bilingual (Spanish and English) and others have bilingual instructions to aid the limited English speaking student. Certified counselors or teachers serving as contact persons for the program enroll students in PASS by completing and submitting a Student Learning Plan, a PASS Enrollment Form for a selected course, and Migrant Student Record Transfer System forms (copies included). Course materials are sent to the student via the contact person who administers the course locally. (SB)

ED 175 646 SE 027 887

Armstrong, Richard And Others

CSMP Mathematics for the Intermediate Grades Part IV, Teacher's Guide. General Introduction. Workbooks. Experimental Version.

Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-185p.; For related documents, see SE 027 875-893; Contains colored charts and activities which may not reproduce well; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Guides, *Elementary School Mathematics, Instructional Materials, Intermediate Grades, *Mathematical Logic, *Mathematics Curriculum, Mathematics Instruction, *Number Concepts, Textbooks, Workbooks
Identifiers-*Comprehensive School Mathematics Program

This guide represents the final experimental version of a pilot project which was conducted in the United States between 1973 and 1976. The ideas and the manner of presentation are based on the works of Georges and Frederique Papy. They are recognized for having introduced colored arrow drawings (papygrams'') and models of our numeration system (the Papy minicomputer'') into the teaching of mathematics at the elementary and secondary level in Belgium. This program follows the spiral approach.'' This guide includes the general introduction and the workbooks. Six workbooks are presented which should offer students the opportunity to review ideas they have met before, apply their knowledge to new situations, and learn to read by using mathematics workbooks and story workbooks. The workbooks are written at three levels of difficulty and students are encouraged to work at the easiest level. Questions most frequently asked by teachers about the program are answered in this guide. (Author/SA)

ED 175 672 SE 028 660

Bridgess, Philbrick, Ed.

Supplementary and Enrichment Series: Inequalities. Teachers' Commentary. SP-13.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-64

Note-81p.; For related documents, see SE 028 648-675; Contains occasional light and broken type

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Algebra, Curriculum, *Curriculum Guides, Enrichment, *Graphs, *Inequalities, *Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics

Identifiers-*School Mathematics Study Group

This is one in a series of manuals for teachers using SMSG high school supplementary materials. The pamphlet includes commentaries on the sections of the student's booklet, answers to the exercises, and sample test questions. Topics covered include order on the number line, properties of order, solution of inequalities, and graphs of open sentences in two variables. (MP)

ED 175 701 SE 028 689

Schaaf, William L., Ed.
Reprint Series: Infinity. RS-14.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-69
Note-62p.; For related documents, see SE 028 676-690
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum, *Enrichment, *Instruction, *Mathematical Applications, Mathematics Education, *Number Concepts, *Numbers, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials
Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series makes available expository articles which appeared in a variety of mathematical periodicals. Topics covered include: (1) is there an infinity; (2) infinity and its presentation at the high school level; (3) the hierarchy of infinities and the problems it spawns; and (4) the motionless arrow. (MP)

Morrison, James W., Ed. Hall, James A., Ed.
Student-Made Environmental Studies Equipment, Volume I.
Manchester Board of Education, N.H.; Saint Anselm's Coll., Manchester, N.H.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-75
Grant-OEG-0-73-5422
Note-39p.; For related document, see SE 028 812; Photographs will not reproduce
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Art Education, *Class Activities, Environment, *Environmental Education, Equipment, Handicrafts, *Industrial Arts, *Instructional Materials, *Interdisciplinary Approach, Recycling, Science Education, *Science Equipment, *Secondary Education

This document contains 20 devices which can be made by junior high and high school students. The products of these student projects can be employed in the study of the environment and range in topic from the study of biochemical oxygen demand in water to the construction of a back pack. Materials used in each project are generally readily available as salvaged material or for little cost. Projects involve a variety of manual skills but are not complex. Construction of these devices may draw on the resources of various secondary school disciplines. (RE)

ED 175 919 TM 009 561

McDaniel, Ernest D. Leddick, George R.

Elementary Children's Self-Concepts, Factor Structures and Teacher Ratings.

Pub Date-Aug 78

Note-17p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Ontario, Canada, August 28-September 1, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, Elementary Education, *Factor Structure, *Self Concept, *Self Concept Tests, Sex Differences, *Teacher Attitudes, Test Reliability, *Test Validity

Identifiers-*Young Childrens Self Concept Scale

The Young Children's Self-Concept Scale, a 40-item revision of the Piers-Harris Children's Self Concept Scale, was designed specifically for young children. Its validity was investigated by comparing self concept scores to teachers' ratings of self concept. The sample included twenty teachers and 459 students in grades 1-4. Factor analyses were conducted according to age (grades 1-2 and grades 3-4) and sex of student. Correlation coefficients between teacher rankings and self concept scores ranged from -.01 to .58, with a median correlation of .32. Factor analyses examining maturational differences generated 13 factors for grades 1-2 and 14 factors for grades 3-4. Three factors were important in both age groups: (1) body image; (2) student behavior, particularly troublesome behavior; and (3) feelings of adequacy and happiness. These factors also accounted for 55% of the total variance for each sex. Further examination indicated sex differences in responses to seven of the 40 test items. It was concluded that the Young Children's Self-Concept Scale provided reliable measurements at the primary level, and that self concept factor structure was remarkably consistent between sexes and grade levels. (GDC)

ED 175 854 SP 014 745

Spurrier, Patsy Lowe, Mary Ella
Interaction Within the Classroom During the Student Teaching Experience.
Pub Date-79
Note-14p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Skills, Cooperating Teachers, Discussion Experience, *Interaction Process Analysis, *Student Teachers, Teacher Behavior, *Teaching Experience, *Teaching Techniques

Classroom behavior of student teachers who had training in discussion techniques and in interaction analysis was observed and compared to the behavior of their cooperating teachers. A significant difference in types of communication patterns in the classroom of student teachers who had this special training and those who had not was observed. It was further observed that these student teachers were not inclined to model their behavior on that of the cooperating teacher. (JD)

Sietsema, Douglas J.

Some Considerations Necessary for a Viable Theory of Human Memory.

Pub Date-Apr 79
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Abstraction Levels, *Cognitive Processes, *Learning Processes, *Learning Theories, *Memory, Models, Organization, Recall (Psychological), Retention, Semantics, Serial Learning, Theories, Visualization

Empirical research is reviewed in the area of cognitive psychology pertaining to models of human memory. Research evidence and theoretical considerations are combined to develop guidelines for future theory development related to the human memory. The following theoretical constructs and variables are discussed: (1) storage versus process models retention of the encoded trace in a memory store and retrieval of the trace; (2) stages of memory perceptual, short-term, and long-term memory; (3) semantic versus episodic memory situation-general, meaning-related knowledge, versus learning specifically related to an episode or series of episodes; (4) meaningfulness verbal associations related to a word; (5) imagery an internal layout which contributes to interpretation of the stimulus; (6) concreteness the direct relationship between a stimulus and a sensory experience; (7) theme association with the central idea of a passage; (8) surface from versus meaning sentence structure versus semantics; (9) integration; and (10) clustering, categorization, and hierarchies methods of organization which subjects impost on materials. A chart summarizing the research reported in this review and a bibliography are included. (MH)

ED 175 495 JC 790 477

Houston, C. A.

College Faculty Salary Shrinkage, 1967-1979.

Pub Date-May 79

Note-11p.; Paper presented to the Southern Association of Community College Researchers (May 1979) ; Best copy available

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Faculty, *Cost Indexes, *Economic Change, Economic Factors, *Inflation (Economics), Postsecondary Education, Promotion (Occupational), *Teacher Salaries, Teacher Welfare

Identifiers-*Consumer Price Index

The methodology is provided for individual faculty members, colleges, and/or college systems to examine past and present faculty salaries or salary ranges in terms of constant dollars adjusted for the Consumer Price Index (CPI). The procedure for calculating present salaries in terms of constant dollars is cited as follows: (1) graph nominal (actual) salaries by academic years back to 1967 and connect salaries with a broken line; (2) convert each year's salary to constant dollars using the CPI table and the following formula: Nominal Year Salary multiplied by Beginning Year CPI divided by Nominal Year Salary equals Nominal Salary in Beginning Year Dollars; and (3) graph nominal year salaries in beginning year dollars and connect with solid line this line represents a real salary history. Appendices provide a CPI table, and graphs which illustrate the salary range history by academic ranks for a typical community college system. Results of the sample data indicate that although all academic rank ranges increased in terms of nominal (actual salary), there were significant decreases in terms of salary ranges in constant dollars. (AYC)

Silver-Merzer, Judith And Others

Maternal Attitudes Toward Child Care Issues as Related to Maternal Anxiety, Infant Temperament, Length of Gestation, and Sex of Infant.

Illinois Inst. of Tech., Chicago. Dept. of Psychology and Education.
Pub Date-Apr 79
Note-11p.; Paper presented at the Annual Convention of the Western Psychological Association (San Diego, California, April 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anxiety, *Black Mothers, *Child Care, *Individual Differences, Infants, Interaction Process Analysis, *Parent Attitudes, Parent Child Relationship, *Premature Infants, Sex Differences
Identifiers-*Infant Temperament

This study examines the relationship among the variables of maternal attitudes toward child care, maternal anxiety, infant temperament, length of gestation and sex for a sample of black mothers of premature and full-term infants. Ninety percent of the mothers were unmarried and 81 percent of the pregnancies were reported to be unplanned. Contrary to previous findings, the data indicated that high levels of trait anxiety were adaptive for mothers of prematures, but not for mothers of full-terms. Higher maternal trait anxiety was expressed by mothers of prematures and by mothers of infants with difficult temperament, regardless of length of gestation. The interaction of length of gestation with infant temperament was related to mothers' attitudes about themselves as caretakers; however, contrary to expectations, these infant characteristics were not associated with a mother's attitudes toward her relationship with her child. There were distinct sex differences, with mothers of girls expressing significantly more adaptive child care attitudes on three of five scales of Cohler's Maternal Attitude Scale. The need to reexamine the clinical portrait attributed to mothers of prematures based on the current study's findings is discussed. In addition, questions are raised concerning the implications for the mother-male infant relationship. (Author/MP)

ED 175 570 PS 010 861

Nash, B. Chris

A Principal's or Administrator's Guide to Kindergarten: What to Look for in Kindergarten Programmes and How to Know When You See It.

Ontario Inst. for Studies in Education, Toronto.

Pub Date-79

Note-119p.

Available from-Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (Paper, $5.00)

Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-*Administrator Education, Classroom Arrangement, Classroom Communication, *Classroom Environment, *Classroom Observation Techniques, Inservice Programs, Instructional Materials, *Kindergarten, *Observation, Program Content, Student Evaluation, Time Perspective

Identifiers-*Ontario (Toronto)

This guide suggests an observation strategy to be used by principals or administrators to assess the strengths and weaknesses of the kindergarten program in their schools. The observation strategy is based on description and analyses of four dimensions of a learning environment: space, time, people and things. Section I contains a series of articles intended to provide the reader with information about research and development of each dimension. The program observation schedules described in Section II have been designed to provide the administrator or the consultant with adequate information from which constructive help with program development can be given to the teacher. The student progress evaluation guide, to be used by teachers, is presented in Section III. (Author/MP)

ED 175 607 RC 011 595

Hickey, Anthony Andrew

Decision-Making and Extra-Community Assistance to Rural Local Officials.

George Mason Univ., Fairfax, Va.
Spons Agency-National Science Foundation, Washington, D.C.; Virginia State Dept. of Agriculture and Consumer Services, Richmond, Va.
Pub Date-23 Aug 79
Grant-ISP76-20175
Note-44p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Burlington, Vermont, August 23-26, 1979); Not available in hard copy due to poor print quality of original document
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Problems, Bureaucracy, Community Control, Community Leaders, *Decision Making, Development, Federal Aid, Federal Programs, Financial Problems, *Government Role, *Local Government, Planning, *Rural Areas, Rural Economics, *Self Determination, State Aid, State Programs, Technical Assistance
Identifiers-Virginia

As rural communities strive to meet the demands of both their citizens and of higher levels of government for increased local services, they must rely more and more on outside assistance. The maze and complexity of federal and state mandates forces officials to seek technical assistance from a network of public and private agencies. The dynamics of this dependence was the focus of a study of eight rural localities in Virginia where local officials were questioned as to the decision making and technical assistance they received in such areas as fiscal planning and management. Areas in which help was most needed included (1) evaluation of the cost effectiveness of programs, (2) planning capital projects (including education and recreational facilities), (3) assistance in sewerage and water activities, and (4) determining future operating costs. Although dependent upon outside sources for both financial aid and planning assistance, the officials were concerned with the quality of assistance available and the strings that were sometimes attached. Sewerage and water development as mandated by the Environmental Protection Agency were seen as the most threatening interference from the federal sector. In order for local officials to preserve their independence and autonomy, they must become more proficient in dealing with higher levels of government; they must seek to modify and reinterpret bureaucratic regulations to secure maximum group benefit. (DS)

ED 175 625 SE 024 256

Brandenburg, Richard, Comp. Gallagher, James Joseph, Comp.
Proceedings of the Conference Marking the Twentieth Anniversary of the Science and Mathematics Teaching Center.
Michigan State Univ., East Lansing. Science and Mathematics Teaching Center.
Pub Date-May 77
Note-299p.; For related document, see SE 028 647; Contains occasional light and broken type
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Conference Reports, Educational Planning, Educational Trends, *Environmental Education, Instruction, *Mathematics Education, *Science Education, *Science Teaching Centers, *Teacher Education
Identifiers-Michigan State University

Presented are the proceedings, papers, and analysis of papers for the twentieth anniversary Conference of the Science and Mathematics Teaching Center at Michigan State University. The Conference was held to recognize past contributions of the Center and to propose and examine future directions in Science and Mathematics Education. Specific objectives included: (1) need assessment; (2) present positions on issues affecting science and mathematics education; (3) generate historical papers relating to the Science and Mathematics Teaching Center; (4) review accomplishments of the Center; and (5) to recognize contributions to the Center. (SH)

ED 175 768 SO 011 933

Economic Evaluation of New Technologies in Higher Education. NIE Report Phase 1, Volume 1 of 7.

Heriot-Watt Univ., Edinburgh (Scotland). Esmee Fairbairn Economics Research Centre.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 78

Contract-400-76-0100

Note-109p.; For related documents, see SO 011 930-937; Not available in paper copy from EDRS due to broken print type of much of the original document

Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Economic Education, *Economics, *Educational Needs, *Educational Practice, *Educational Research, Higher Education, Program Design, Program Development, Projects, Social Science Research, Student Participation

The document introduces a project to develop course packages integrating innovative and conventional economics teaching techniques. The major objective of the project was to improve productivity in economics teaching at the college level. The document is presented in four sections. Section I explains that the project was initiated in 1976 by TEFRC (economics research center at Heriot-Watt University, Edinburgh, Scotland). Various phases of the project are identified: development of economics course packages, evaluation of materials, and follow-up studies of learning processes and methods of diffusing educational technology. Section II describes a pilot study in which 570 college students in economics courses worked with two course packages. Information is presented on working out logistics of the experiment, improving materials as a result of the pilot study, and design improvements for the final course package. Section III reviews classical principles of experimental design and identifies problems involved in creating experimental designs. Problems include failing to consider all relevant alternatives, dealing with variables which are difficult to observe, and selecting procedures which are optimal in a given situation. The final section presents a directory of institutions which participated in the study. (DB)

ED 175 784 SO 011 951

Smith, Geoffrey

Management and Governance.

Public Schools of Choice, New Haven, Conn.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-9p.; For related documents, see SO 011 952-954
Available from-High School in the Community, 45 Nash Street, New Haven, Connecticut 06511 ($0.20)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Alternative Schools, Community Schools, *Cooperative Planning, Educational Administration, *Educational Alternatives, *Individualized Programs, Parent Responsibility, Relevance (Education), Secondary Education, Student Responsibility, Teacher Responsibility, *Team Administration
Identifiers-*High School in the Community, National Diffusion Network Programs, *Public Schools of Choice

The document describes the management and governance of an alternative school, namely, the High School in the Community (HSC) in New Haven, Connecticut. HSC, designed to provide a choice of learning environments within the public school system, serves students dissatisfied with their previous school experience. The Policy Council, staff meetings, committees, and the Facilitating Unit of HSC are described. The Policy Council, comprised of eight students, four parents, and four staff members, is involved in setting goals and priorities, ratifying the firing or hiring of teachers, disciplining, and settling disagreements about class offerings and spending. Staff meetings occur twice a week. Because of these frequent meetings, teachers are better prepared on any given issue than are students or parents; thus HSC is a teacher-run school. The rationale for this situation is that teachers' commitment is both broader and for a longer term than parents or students. The Curriculum Committee and the Guidance Committee oversee all aspects of the HSC curriculum, support innovation and experimentation, make recommendations for change, and maintain the excellence of the HSC guidance program. The Facilitating Unit deals with the routine administration of the school. Members hold office by majority consent of the staff. A brief history of HSC from inception to use of the present model for administration concludes the document. (KC)

ED 175 804 SP 014 054

King, Gerald N.

Futuristic Forecasting: Calculated Curriculum Relevance (Using the Methods of the Futurist as a Forecasting Technique).

Pub Date-Oct 78
Note-43p.; Paper presented at Meeting of the Education Section of the World Future Society (Houston, Texas, October 20-22, 1978) ; Best copy available
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum Evaluation, *Curriculum Planning, *Decision Making, Educational Change, *Futures (of Society), *Needs, Prediction, Relevance (Education), Social Change, Teacher Education, Teaching Methods, Trend Analysis

The tendency to base educational decisions on criteria established by past policy-making has particularly serious ramifications when viewed in the context of the rapid social change expected in the latter part of the 20th century. In 1973 the Skyline Wide Educational Plan, the research component of the Dallas-Fort Worth Metroplex Project for Planning a Secondary School of the Future, cooperated with the RAND Corporation of California to survey a group of national experts on 184 futuristic societal propositions. The survey yielded possible vignettes of future society, which could then be used as a basis for educational planning. The program's hypotheses concerning course design, curriculum, and school management all reflect one basic operational principle: The challenge of maintaining an educational system that remains responsive to the altering student population will increase exponentially with the advance of expanding technology in other fields. The means by which this conclusion was arrived at, the method of results evaluation, a sample of the survey questionnaire, and a statistical listing of the results are appended. (LH)

Geadelmann, Patricia L. And Others
Equality in Sport for Women.
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).
Pub Date-77
Note-207p.
Pub Type- Books (010) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Change Strategies, Discriminatory Attitudes (Social), *Equal Opportunities (Jobs), Personnel Integration, Physical Education, *Sex Discrimination, Sex Fairness, Social Problems, *Womens Athletics
Identifiers-*Amateur Athletics

Essays concerning multiple aspects of integrating the concept of professional equality between the sexes into the field of sport are presented. The abstract idea of sexual equality is examined, and methods for determining the degree of equality present in given working situations are set forth. A discussion of the laws, enforcing agencies, and court procedures attendant upon anti-sex discrimination includes measures by which social change may be effected. Resources for the victim of sexual discrimination are listed, and a model is provided for the organization of local support groups. The importance of intergroup reinforcement is stressed. Examples of how to file a sex discrimination complaint are given, and a listing of the National Coalition for Women and Girls in Education members is appended. (LH)

ED 175 347 HE 011 655

Rose, Clare Nyre, Glenn F.

Inmate and Ex-Offender Postsecondary Education Programs in California. Summary.

Evaluation and Training Inst., Los Angeles, Calif.
Pub Date-79
Note-36p.; Prepared for the California Postsecondary Education Commission
Available from-Evaluation and Training Institute, 12401 Wilshire Boulevard, Suite 304, Los Angeles, CA 90025
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Associate Degrees, Community Colleges, *Correctional Education, *Corrective Institutions, Degrees (Titles), Delivery Systems, Directories, Higher Education, Junior Colleges, *Nontraditional Students, *Prisoners, Recidivism, Rehabilitation, Special Programs, State Agencies, *State Programs, State Universities, Student Needs, Surveys, Vocational Education
Identifiers-*California, *Nontraditional Education

Postsecondary education programs available to inmates, wards, and ex-offenders in the State of California are examined in this summary report. Data were collected from five areas: (1) correctional institutions and postsecondary institutions; (2) surveys of inmates, wards, ex-offenders, and employees of correctional institutions and faculty from participating colleges; (3) parolees who participated in a postsecondary education program while incarcerated; (4) case study site visits to prison-based postsecondary programs; and (5) case study site visits to ex-offender programs offered by postsecondary institutions. A brief description of 16 California correctional institutes and their education programs is provided, and programs for ex-offenders at community colleges and state universities are also described. Recommendations are made in the area of program delivery, expansion of postsecondary programs beyond the associate degree level; accessibility of programs; facility and services improvements; increased emphasis on ex-offender programs; and increased resources allocation. (SF)

ED 175 408 IR 007 572

Advisory List of Instructional Media: Fiction Books.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

Pub Date-78
Note-49p.; For related documents, see ED 149 746 and ED 149 761
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescent Literature, *Book Reviews, Childrens Literature, Elementary Secondary Education, *Fiction, *Instructional Materials Centers, *Library Collections, *Reading Materials, School Libraries, Summative Evaluation

This annotated bibliography from the Materials Review and Evaluation Services lists reviewed and evaluated fiction books for school media collections. Educators should bear in mind that books included on this list were selected from those which publishers chose to submit for evaluation and may assume that books available for purchase not appearing on the list either were not submitted for evaluation or received unfavorable reviews. At the end of this bibliography may be found an unannotated list of books which have had favorable reviews in reliable reviewing sources. Books are listed by author and each entry includes title, publisher, date of publication, cost, and grade level. (Author/RAO)

Rabinovich, Menahem Welliver, Paul W.

A Computerized Diagnostic-Prescriptive Process for Assessing Needs and Prescribing Instructional Resources.

Pub Date-Mar 79
Note-7p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 5-9, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Oriented Programs, *Diagnostic Teaching, *Educational Resources, Elementary Education, *Information Dissemination, Information Utilization

This document describes a generalizable process for assessing needs and prescribing instructional resources which was piloted in the science teaching project of the Pennsylvania Department of Education entitled Investigative Science for Elementary Education (ISEE). Based on careful consideration and analysis of a number of information and dissemination models especially Havelock's Linkage Model and a variety of communications models, this theoretical model was designed for the dissemination and utilization of information. An important feature is a computerized database of information linking important instructional problems in elementary science with available solutions. The model was piloted, evaluated, and refined in real situations in many Pennsylvania school districts. Proposals are currently under consideration to apply the model to other instructional subject areas as well as in other geographical regions. (Author/JEG)

ED 175 474 IR 007 648

Demonstration of Multilibrary Services through BALLOTS Network: Final Report of the BALLOTS Center to the California State Library on Contract Activities from October 1, 1974 to June 30, 1978.

Stanford Univ., Calif. BALLOTS Center.
Spons Agency-California State Library, Sacramento.
Pub Date-Aug 78
Contract-5756
Note-21p.; For related documents, see IR 007 640 and ED 156 106
Available from-The Research Libraries Group, Inc., Stanford, California 94305 ($1.00, prepaid)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cataloging, *Information Services, *Information Systems, Library Acquisition, *Library Automation, *Library Networks, Library Technical Processes, *Shared Services
Identifiers-*BALLOTS

This narrative report relates the activities of the Bibliographic Automation of Large Library Operations using a Time-sharing System (BALLOTS) program at Stanford University for the original contract period and extensions, during which time the original single-user system was transformed into an automated network of libraries across the country. These libraries share their online processing and cataloging activities, accessing the system in either of two communications modes. The impact of the California State Library contract on BALLOTS is discussed, and reactions to BALLOTS from some public libraries are included. (CWM)

ED 175 514 JC 790 505

Linthicum, Dorothy S.

Statewide Assessment of Developmental/Remedial Education at Maryland Community Colleges.

Maryland State Board for Community Colleges, Annapolis.

Pub Date-Sep 79

Note-100p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Achievement, Adult Education, College Credits, Community Colleges, Costs, Curriculum Development, *Developmental Programs, Enrollment, *Junior Colleges, Junior College Students, Program Administration, Program Evaluation, *Remedial Courses, *Remedial Instruction, Remedial Programs, *State Surveys, Statewide Planning

Identifiers-*Maryland

A study was conducted to determine the scope and characteristics of developmental/remedial activities in Maryland's 17 community colleges in terms of objectives and goals, courses and activities, student information, costs and revenues, and administration and organization. The study revealed: (1) 15 colleges offered developmental education for credit in English and mathematics; (2) 15 colleges offered courses in reading and/or study skills, and provided tutoring, counseling, and self-paced instruction; (3) total enrollment in remedial courses in fiscal year (FY) 1978 was more than 42,000 30,000 in credit courses and 12,000 in continuing education courses; (4) direct costs for FY 1978 totaled about $3.4 million (direct remedial instructional cost for each remedial full-time equivalent (FTE) student statewide was $931); and (5) developmental programs tended to be decentralized, with most programs conducted within academic departments. Another aspect of the study involved measuring a sample of students enrolled in developmental English courses at eight colleges against the success of a sample of students enrolled in English 101. Developmental students tended to complete fewer college-level English courses and make lower grades than the control group. The study report considers the implications of the findings in terms of placement, open admissions, professional development, organizational structure, evaluation, and funding. (DR)

ED 175 552 PS 010 832

Miller, Stephen

Evaluation of the FWL Responsive Headstart Program 1970-1972.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Pub Date-72
Note-88p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Inservice Teacher Education, Preschool Children, *Preschool Education, *Program Effectiveness, *Program Evaluation, *Program Improvement, Questionnaires, Rating Scales
Identifiers-*Responsive Environment Model

This evaluation report of the Far West Laboratory Responsive Head Start Program, an inservice training program for preschool educators, discusses the effectiveness of the Laboratory's program and gives specific recommendations for improving it. The present report contains data that continue to support earlier findings indicating that the Responsive Model can help children learn and that the inservice training is a viable alternative to concentrated courses away from school. For this reason, objective data, such as the child test data and classroom ratings, are given less emphasis than the subjective data. The first part of the report summarizes the conclusions of the data. Three tests (the Pre-School Inventory (PSI), the Ravens Progressive Matrices test and the Boehm Test of Basic Concepts) were administered to groups of children from various sites participating in the program. Children's improvement on the PSI after a 6-month exposure to the program was highly significant (N 408 children). The mean score of the children (N 63) on the Boehm test fell at the 65th percentile. The scores of 112 Head Start children and 46 comparison children on the Ravens test were all generally low and not significantly different. Classroom ratings on a classroom observation schedule showed from slight (for ratings by the lab staff) to significant (for ratings by program advisors) improvement from the beginning to the end of the school year. The recommendations given were: (1) re-define the program advisors' role so that their teaching skills will not be wasted; (2) bring more people into the training process; (3) make the teacher training more concrete; and (4) facilitate the flow of laboratory materials. An appendix contains all the tabulated and summarized data from the child test results, classroom ratings, and questionnaires given to program advisors, teachers and teacher assistants. (Author/SS)

ED 175 647 SE 027 888

CSMP Mathematics for the Intermediate Grades Part IV, Teacher's Guide. The World of Numbers. Experimental Version.

Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-350p.; For related documents, see SE 027 875-893; Contains colored charts and activities which may not reproduce well; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Algorithms, Arithmetic, *Curriculum Guides, Division, *Elementary School Mathematics, Instructional Materials, Integers, Intermediate Grades, Mathematical Logic, *Mathematics Curriculum, Mathematics Instruction, Multiplication, *Number Concepts, Rational Numbers, Textbooks, Worksheets
Identifiers-*Comprehensive School Mathematics Program

This guide represents the final experimental version of a pilot project which was conducted in the United States between 1973 and 1976. The ideas and the manner of presentation are based on the works of Georges and Frederique Papy. They are recognized for having introduced colored arrow drawings (papygrams'') and models of our numeration system (the Papy minicomputer'') into the teaching of mathematics at the elementary and secondary level in Belgium. This program follows the spiral approach.'' This guide includes the following topics: (1) multiplication; (2) multiples and divisors; (3) rational numbers; (4) abacuses and algorithmic thinking; (5) standard algorithms of arithmetic; (6) composition; and (7) hand-calculator puzzles. Old and new concepts are covered within these topics. The situations provided are intended to develop problem-solving skills and an understanding of mathematical ideas and concepts in the world of numbers. (Author/SA)

ED 175 702 SE 028 690

Schaaf, William L., Ed.
Reprint Series: Geometry, Measurement and Experience. RS-15.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-69
Note-59p.; For related documents, see SE 028 676-689
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum, *Enrichment, *Geometry, *Instruction, *Mathematical Applications, Mathematics Education, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials
Identifiers-*Proof (Mathematics), *School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series makes available expository articles which appeared in a variety of mathematical periodicals. Topics covered include: (1) geometry and experience; (2) geometry and empirical science; (3) physical geometry; (4) dimension; and (5) curves. (MP)

Morrison, James W., Ed. Hall, James A., Ed.
Student-Made Environmental Studies Equipment, Volume II.
Manchester Board of Education, N.H.; Saint Anselm's Coll., Manchester, N.H.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-75
Grant-OEG-0-74-7345
Note-59p.; For related document, see SE 028 811; Photographs will not reproduce
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Art Education, *Class Activities, Environment, *Environmental Education, Equipment, Handicrafts, Industrial Arts, *Instructional Materials, Interdisciplinary Approach, Pollution, *Recycling, Science Education, *Science Equipment, *Secondary Education

Twenty-two projects are described in this booklet. Materials necessary for construction can be obtained for little cost or as salvaged parts. Equipment produced by these projects can be used in the collection and study of plants and animals and in the study of environmental quality parameters such as air quality and soil conditions. Construction of some of the devices may draw on the resources of various secondary school disciplines. (RE)

ED 175 748 SO 011 908

Curriculum Guide for Philosophy: Social Sciences 10-20-30.

Alberta Dept. of Education, Edmonton.
Pub Date-76
Note-172p.
Available from-Department of Education, Government of Alberta, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2 ($1.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Beliefs, *Concept Teaching, Critical Thinking, Educational Needs, *Educational Objectives, Intellectual Disciplines, Intellectual History, *Learning Activities, Mysticism, *Philosophy, Platonism, Secondary Education, Social Sciences, Social Studies, *Teaching Methods, Units of Study

The document presents an introduction to the study of philosophy. It is intended as an aid to secondary school social studies classroom teachers as they develop and implement programs which help students understand the relevance of philosophy and appreciate philosophical thought. The document is presented in four sections a general introduction and three modular units. The introduction describes philosophy's purpose and objectives and explains how philosophy can be added to the social studies curriculum. Unit I focuses on the origins of western philosophical thought. Topics discussed include transition from mythological understanding to philosophical reflection, search for order and harmony, identity and change, and the Aristotelian universe. Unit II discusses contemporary western philosophy, including historical roots, traditional philosophical problems, and the value of a philosophy as a basis for an individual's philosophy. The final unit investigates the relationship between people and ideas. Topics discussed include the nature of man, freedom versus predetermination, and political philosophy. For each module, information is presented in chart-outline form on specific objectives, concepts and/or issues, supplementary materials, and learning activities. (DB)

ED 175 855 SP 014 747

Clark, Christopher M. Yinger, Robert J.

Three Studies of Teacher Planning. Research Series No. 55.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-400-76-0073
Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Decision Making, *Educational Strategies, Effective Teaching, Elementary Education, *Instructional Design, *Interaction Process Analysis, Research Methodology, Teacher Behavior, Teaching Procedures, Teaching Techniques
Identifiers-*Teacher Planning

Three studies on teacher planning procedures are described and synthesized a survey, a laboratory study, and a series of case studies. The primary goal of this research was to determine how teachers plan classroom activities, why they plan in certain ways, and what is the relationship between teacher planning and teaching effectiveness. A survey of teacher planning practices was conducted to find out how teachers in general view the process of planning. Teachers described the various kinds of planning they engage in, factors that affect their planning, and the reasons for which they engage in planning at various levels. In the laboratory study of teacher planning, the ways in which teacher judgment is used to select teaching activities was investigated. In a field study of teacher planning, case studies were made to trace the entire process of planning from inception, through elaboration and adaptation of the plan to fit a particular class, to implementation of the plan, and, finally, evaluation of the entire process. (JD)

ED 175 879 TM 008 323

Scott, Corinne C.

South Carolina Validation Study of Criterion-Referenced Tests in Reading and Mathematics. A Technical Publication of the Office of Research. Office of Research Report Series.

South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date-Aug 78

Note-259p.; Portions of the appendices may not reproduce legibly because of the small print size

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Academic Achievement, Achievement Tests, *Criterion Referenced Tests, *Educational Assessment, Educational Objectives, Elementary Education, *Elementary School Mathematics, Grade 3, Grade 6, Grade 8, Item Analysis, Minimum Competency Testing, *Reading Achievement, State Programs, State Surveys, Testing Programs, Test Reliability, Test Results, Test Reviews, *Test Selection, Test Validity

Identifiers-Comprehensive Tests of Basic Skills, *South Carolina, *SRA Achievement Series

The results are presented of the validation study of reading and mathematics criterion referenced tests, administered to South Carolina students in grades 3, 6, and 8. This testing was mandated by state law to field test a competency based assessment program. The study was based on three activities: (1) test selection; (2) content validation; and (3) analysis of test results. Published tests were examined, using a set of predetermined specifications to evaluate each one. Criterion referenced tests published by Science Research Associates (SRA) were selected. To determine content validity, all county, area, and district superintendents were asked to evaluate the tests to determine if: the test objectives were consistent with curriculum content, represented essential learning, and represented desirable learning. Both parallel forms and internal consistency reliability were measured. In analyzing the test results, it was found that student achievement in grade 3 was higher than in grade 6, which was higher than students' achievement in grade 8. (Tables and graphs constitute the major portion of the document. Checklists used to rate the tests and analyses of item difficulty are also appended.) (MH)

Lied, James

Marketing Instructional Development Internally, Externally.

Pub Date-Mar 79
Note-23p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 5-9, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Instructional Design, Management, *Marketing, *Merchandising
Identifiers-*Instructional Development, Instructional Support Services

This description of the marketing process as a practical way to manage the function of instruction development emphasizes the importance of the identification and evaluation of customer needs before developing objectives. To assist the instructional development agency in focusing on this aspect of planning, a check list of possible marketing elements is provided for assessing the nature and structure of the market, services desired, and distribution channels, and developing appropriate advertising and pricing policies. The application of these marketing procedures to a hypothetical development agency is described to illustrate the process. (RAO)

ED 175 673 SE 028 661

Schurrer, Augusta L., Ed.
Supplementary and Enrichment Series: Numeration. SP-14.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-65
Note-49p.; For related documents, see SE 028 648-675; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum, *Decimal Fractions, *Enrichment, *Instruction, Mathematics Education, *Number Concepts, *Number Systems, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials
Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series is designed to make material for the study of topics of special interest to students readily accessible in classroom quantity. Topics covered include the decimal system, exponential notation, base seven, and the binary and duodecimal systems. (MP)

ED 175 368 HE 011 695

A Health Sciences Education Plan for California: 1978-1980. The First in a Series of Biennial Plans.

California State Postsecondary Education Commission, Sacramento.

Pub Date-Jul 79

Note-204p.

Available from-California Postsecondary Education Commission, Sacramento, CA

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Access to Education, Dental Schools, Educational Assessment, Equal Education, Ethnic Groups, Females, Graduate Medical Students, *Health Occupations Education, Higher Education, *Legislation, *Master Plans, *Medical Education, Medical Schools, Minority Groups, Nursing, Optometrists, Paraprofessional Personnel, Pharmaceutical Education, Postsecondary Education, Sex Discrimination, State Legislation, *Statewide Planning

Identifiers-*Allied Health, *California, Nursing Education

The current situation in the field of health sciences in California is assessed and recommendations concerning modification of policies of courses of action are made. The first five chapters cover the health fields of medical, nursing, dental, pharmaceutical, and optometric education. Each chapter explores the adequacy of program size, educational opportunity in the particular specialty, special considerations in planning for the specialty, evaluative findings, utilization of clinical training sites, mid-level or auxiliary personnel, and recommendations made by the California Postsecondary Education Commission. A brief bibliography is included at the end of each chapter. The sixth chapter explores the standing of underrepresented groups (women and certain ethnic minorities) in the health professions, and current efforts to provide equal educational opportunity for these groups. The final chapter reviews the state of the art in health sciences education planning. The Commission's Resolution 6-79, ``Approving a Health Sciences Education Plan for California: 1978-1980,'' and the text of applicable state legislation are included in the report. (PHR)

ED 175 386 HE 011 789

Sherman, Lawrence W. And Others

The Quality of Police Education. A Critical Review with Recommendations for Improving Programs in Higher Education.

Pub Date-78

Note-278p.; A report prepared with the support of the Police Foundation

Available from-Jossey-Bass, Inc., 433 California Street, San Francisco, CA 94104 ($13.95)

Pub Type- Books (010) - Guides - Non-Classroom (055) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Access to Education, *Career Education, College Credits, College Faculty, Community Colleges, Curriculum Development, *Educational Assessment, *Educational Benefits, Educational Finance, Educational Objectives, Federal Aid, Higher Education, *Law Enforcement, National Surveys, *Police, Police Seminars, *Professional Continuing Education, Professional Training, State Legislation

The findings of a two-year national study on the problems of U.S. police education are examined in this report of a commission whose members were noted educators, police administrators, and public officials. The following recommendations are among those offered: (1) the majority of federal funds for police higher education should go to programs with broad curricula and well-educated faculty rather than to narrowly technical programs; (2) no college credit should be granted for attending police agency training programs; (3) community colleges should phase out their terminal two-year degree programs in police education; (4) colleges should employ primarily full-time police education teaching staffs, seeking faculty members with Ph.D.s in arts and sciences disciplines; (5) prior criminal justice employment should be neither a requirement nor a handicap in faculty selection; (6) government policies at all levels should encourage educating police officers before they begin their careers. The book examines what subjects should be taught for police careers, who should teach them, who should study them, how colleges should use police education programs, and how police personnel policies should take such programs into account. It also analyzes conflicting views on the impact of higher education for police on individual students and on the overall performance of the police, and offers suggestions for upgrading the quality and making better use of higher education programs. Summaries of consultant reports and lists of participants in the regional public forums are appended. (LBH)

ED 175 496 JC 790 478

Scott, Donna E.

Local Assessment of Science Education in the Two-Year College, Research Report.

Southeastern Community Coll., Whiteville, N.C.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Jun 79

Note-130p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Community Colleges, *Curriculum Development, *Curriculum Evaluation, Instructional Innovation, *Junior Colleges, *Needs Assessment, Productivity, School Holding Power, School Surveys, *Science Curriculum, *Science Instruction, Science Programs, Science Teachers, Science Tests, Student Characteristics, Student Placement, Teacher Attitudes

In an effort to reduce failure and attrition rates in the science department at Southeastern Community College (SCC), several aspects of the program were examined. Science faculty members analyzed course offerings, identified specific course prerequisites, and developed instructional objectives. Since reading skill is often used as a placement criterion, a study was done to correlate reading scores with science performance. It was found that 13% of the students enrolled in biology courses were reading below the ninth grade level and thus improperly placed. In an effort to improve placement, strategies used by other institutions were investigated. A 23-item needs assessment questionnaire was administered to 121 students in Spring 1979 to generate a student profile, and evaluate students' preparation and career plans as they related to the science curriculum. A science educator from a local university was invited as a consultant to review the SCC science program and make recommendations in interim and final reports. Information presented at a National Science Foundation conference was shared with faculty members to stimulate development of innovative instructional methods. Results of the various investigations are presented in the text of the report. The student profile, course outlines, student assessment questionnaire, and various cognitive and predictive tests are appended. (DR)

ED 175 571 PS 010 862

O'Brien, Marion And Others
The Toddler Center: A Practical Guide to Day Care for One- and Two-Year-Olds.
Kansas Univ., Lawrence.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-NE-C-00-3-0104; NPECE-70-004; USOE/OEC-0-70-4152
Note-337p.
Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Paper, $19.95)
Pub Type- Guides - General (050)
Document Not Available from EDRS.
Descriptors-*Administrative Policy, Budgeting, *Day Care Programs, *Day Care Services, Educational Resources, Lunch Programs, Parent School Relationship, Personnel Management, Physical Health, Play, *Preschool Children, *Program Descriptions, Program Evaluation, School Maintenance

This book is a complete description of a toddler day care center as it was developed over more than 6 years of operation, and of empirical research into management, teaching techniques, care routines, environmental designs, and materials selection. Part I gives a general description of the center, its goals, and how its organization contributes to reaching these goals. Part II explains the day-to-day workings of the center in detail and includes self-teaching routines for caregivers. Topics covered include talking with and observing children, play, snacks and lunch planning, health and safety matters, the role of parents in the center, and maintenance of the center. Part III describes the quality control system that operates to keep the center running effectively, and covers the review of job performance and of the center operation. Part IV offers help with some business aspects of day care: personnel and finances. Recording forms are provided for each of the topics discussed under each part of the book. Appendices include equipment and supply lists, toys and play activities lists, parent handbook and caregiver personnel policies, a communicable diseases chart and health cards, and a brief bibliography on the topics covered in the book. (Author/SS)

ED 175 589 RC 011 387

Lynn, James J. Woltz, Dan

Parlier High School P.A.S.S. Program (Portable Assisted Study Sequence). 1978 Report.

Cybernetic Learning Systems, Holister, Calif.

Spons Agency-California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.; Parlier Unified School District, Calif.

Pub Date-Jan 79

Note-82p.

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Correspondence Courses, Credits, Curriculum Development, *Dropout Prevention, Educational Alternatives, *Educational Programs, *Graduation Requirements, High School Students, Learning Modules, *Migrant Education, Pilot Projects, Program Coordination, Secondary Education, Unit Plan

Identifiers-*California, Migrant Student Record Transfer System, *Portable Assisted Study Sequence Program

The Portable Assisted Study Sequence (PASS) Program, a pilot correspondence course program specifically designed to assist the Statewide School Dropout Prevention Program by enabling migrant students throughout California to accumulate high school graduation credits more easily, was effective and worthwhile in 1978. Sixty-three curriculum units in twelve subjects representing eighty credits were available in portable, mailable, self-paced learning packages for use in making up credit deficiencies and supplementing regular instruction. Of 578 students enrolled in PASS in 1978 (346 in the summer), only 12 dropped out and 526 received partial or full credit in a PASS course. Most utilized courses were general math, American government, U.S. history, reading, and English. The PASS program should more clearly define its target population and should modify goals and objectives accordingly. The curriculum units should be anchored to statewide graduation proficiency standards so that migrant students can accumulate both competencies and credits. Direct immediate feedback to enrolled students should be explored. PASS should be articulated with other migrant programs both in and out of California and should perhaps serve as pilot for a national program. Copies of questionnaires used in data collection are included. (SB)

ED 175 831 SP 014 594

McAdams, John And Others

Inventory for Curricular and Instructional Improvement.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Contract-NE-C-00-3-0089
Note-59p.
Available from-Research for Better Schools, Inc., 1700 Market St., Suite 1700, Philadelphia, Pa. 19102 ($9.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Change Strategies, *Cooperative Planning, *Curriculum Development, Decision Making, *Instructional Improvement, Program Development, *Program Evaluation, *School Administration, Staff Improvement

This inventory was designed for the use of school superintendents, office administrators, principals, and teachers who are involved with district-wide curricular and instructional improvement in their school systems. It provides opportunity for individual observations, discussion of differences in those observations, and consideration of how improvement in the school system may be implemented. Presented in the form of a package of booklets, this instrument contains a manual for the planning coordinator, a small book for noting individual observations, and a guide for group discussion. A manual for summarizing individual perceptions is included. (JD)

ED 175 900 TM 008 854

Elliott, Stephen N. Carroll, James L.

Immediate and Delayed Recall of Incidentally Learned Material: A Comparison of Paradigms Across Three Developmental Levels.

Pub Date- Apr 79

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, Cognitive Development, Elementary Education, Higher Education, *Incidental Learning, *Learning Characteristics, Learning Processes, *Memory, Pictorial Stimuli, *Recall (Psychological), Time Factors (Learning)

Memory of incidentally learned material was investigated across three developmental levels in immediate and 24-hour delay conditions. First grade, sixth grade, and college students were assigned randomly within developmental level to one of four experimental conditions: Type I immediate, Type I delay, Type II immediate, or Type II delay. In the Type I paradigm, subjects looked at pictures but were given no explicit instruction to remember, and in the Type II paradigm, subjects were instructed to remember specific pictures when shown all stimuli. A four way fixed-factor analysis of variance yielded significant main effects for developmental level, incidental paradigm, and recall condition. Paradigm interacted with recall condition, and significant amounts of incidental learning proved durable for sixth graders and college students. Incidental learning increased with age in both paradigms, suggesting that previously reported divergent developmental trends may not be the result of the type of paradigm. (Author/RD)

ED 175 920 TM 009 562

Brennan, Robert L, Lockwood, Robert E.

A Comparison of Two Cutting Score Procedures Using Generalizability Theory. ACT Technical Bulletin No. 33.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Pub Date-Apr 79

Note-63p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 9-11, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Achievement Tests, Comparative Statistics, *Cutting Scores, Guessing (Tests), *Item Analysis, *Mathematical Formulas, Multiple Choice Tests, Probability, Statistical Analysis, Test Construction, *Test Reliability

Identifiers-*Angoff Method, Generalizability Theroy, Interrater Reliability, *Nedelsky Method

Procedures for determining cutting scores have been proposed by Angoff and by Nedelsky. Nedelsky's approach requires that a rater examine each distractor within a test item to determine the probability of a minimally competent examinee answering correctly; whereas Angoff uses a judgment based on the whole item, rather than each of its components. The reliability of these approaches depends upon the extent to which raters agree in their judgments. Generalizability theory was used to quantify the magnitude of error variance in each procedure; to compare data resulting from each procedure; and to examine the impact of rater disagreement on test reliability. Five subject experts rated the probability of answering correctly for a total of 126 four-option items in a health-related area. Both procedures were used by the same raters. Cutting score was assumed to be the observed mean (probability) over raters and items. In this sense, the expected variability of the observed mean was error variance attributable to the procedure used. Results indicated that both the cutting scores and their expected variance were considerably different for the two procedures, and suggested that differences between the procedures may be of greater consequence than their apparent similarities. (GDC)

ED 175 409 IR 007 573

Advisory List of Instructional Media for Guidance.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

Pub Date-78
Note-21p.; For related documents, see ED 149 747 and ED 149 761
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Book Reviews, Elementary Secondary Education, Films, Filmstrips, *Guidance, *Guidance Counseling, Instructional Materials Centers, *Instructional Media, *Library Collections, School Libraries, Slides, Summative Evaluation

This annotated bibliography from the Materials Review and Evaluation Services lists reviewed and evaluated instructional media appropriate for school media centers in the area of guidance. Educators should bear in mind that materials included in this list were selected from those which publishers chose to submit for evaluation and may assume that materials for purchase not appearing on the list either were not submitted for evaluation or received unfavorable reviews. At the end of this bibliography may be found an unannotated list of materials which have had favorable reviews in reliable reviewing sources. Items are listed by type of media books, workbooks, 16mm films, filmstrips, and slide sets; each entry includes author, title, publisher or producer, date of production, cost, and grade level. (Author/RAO)

ED 175 453 IR 007 622

Lahey, George F.

The Effect of Instructional Presentation Sequence on Student Performance in Computer-Based Instruction. Final Report.

Naval Personnel Research Activity, San Diego, Calif. Navy Training Research Lab.

Report No.-NPRDC-TR-79-23

Pub Date-Jun 79

Note-22p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis, *Computer Assisted Instruction, *Educational Strategies, *Electronics, *Instructional Design, Military Training, *Sequential Approach

This study compared the effects of several presentation sequences on lesson performance to deterimine whether sequence has a significant effect on performance in computer-based instruction, and whether using the same sequence consistently is more effective than not being consistent. Thirty-six students from the Basic Electricity and Electronics School, Service School Command, San Diego, were randomly assigned to one of four groups differing by the instructional presentation sequence used. The first group saw lessons in a rule-examples-practice sequence; the second, in an examples-rule-practice sequence; the third, in a practice-examples-rule sequence; and the fourth, in a random sequence. The lesson materials were three computer-based instruction lessons delivered via PLATO IV terminals, one on voltage in series circuits, and one each on using the Simpson Model 260-5P multimeter as an ammeter and as a voltmeter. There were no consistent differences in performance among the four groups during the three lessons. Conclusions and recommendations for further study of instructional sequencing are outlined. (Author/RAO)

Johnson, Jerry Allen Peevers, Barbara Hollands

The Effects of a Head Start Program on Maternal Attitudes and Behaviors.

Pub Date-5 Apr 79
Note-29p.; Paper presented at the Annual Convention of the Western Psychological Association (San Diego, California, April 5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Rearing, *Compensatory Education Programs, *Discipline, *Mothers, Parent Attitudes, *Parent Child Relationship, Permissive Environment, Preschool Children, *Program Effectiveness, Self Esteem
Identifiers-*California

This research is part of an ongoing evaluation of the impact of the Butte County, California, Head Start program on mothers' child rearing behaviors and values, self esteem, and attitudes regarding family ideology. A total of 103 mothers of children enrolled in the Head Start program were given pre- and post-program interviews by their child's teacher as part of a regularly scheduled home visit. Questions were posed regarding child rearing behaviors in the following situations: (1) the child accidentally breaks something; (2) the child intentionally disobeys; (3) there is conflict between the child and an adult; (4) there is conflict between the child and another child. In addition, a question was directed at techniques used most frequently for general control of the child's behavior. Questions designed to assess self esteem and attitudes toward contemporary child rearing values, woman's role, and the authoritarian family were also administered. Statistically significant differences were found on responses to accidental breakage and child-adult conflict, indicating greater strictness with more exposure to the program. For general control techniques, the significant difference was in the direction of less strictness. Certain demographic characteristics, such as mother's and father's education and job prestige scores, were significantly correlated with scores on the attitude and self esteem scales. Scores on these scales did not differ significantly with more exposure to the program. (Author/SS)

Bleyer, Dorothy R.

Students' Attitudes Toward Mathematics and Their Relationship to Learning in Required Mathematics Courses in Selected Post-Secondary Institutions.

Pub Date-Apr 79
Note-28p., Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Contains occasional light and broken type
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitudes, *College Mathematics, College Students, Community Colleges, *Educational Research, *Higher Education, Mathematics, Mathematics Curriculum, *Mathematics Education, Postsecondary Education, *Student Attitudes
Identifiers-*Southern Illinois University

The purposes of this study were: (1) to identify those attitudes toward mathematics courses at selected institutions; (2) to assess the relationship of those attitudes to selected variables; and (3) to study the effect of those attitudes upon the learning of mathematics in the selected courses. Data were collected upon 420 freshmen in a university, a technical institution, and a community college in the Midwest during the fall and winter of 1976. The findings support those researchers who report predominately negative attitudes toward mathematics among college students. There were observable differences in the response patterns of students according to sex and to type of institution. (Author/HM)

ED 175 703 SE 028 691

Study Guides In Mathematics: Algebra, Geometry, Number Theory, Probability, and Statistics.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-62
Note-39p.
Pub Type- Reference Materials (130)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Algebra, *Bibliographies, Curriculum, Geometry, Higher Education, *Inservice Education, *Instruction, Mathematics, *Mathematics Education, Probability, Secondary Education, Secondary School Mathematics, Statistics, *Study Guides
Identifiers-*School Mathematics Study Group

This SMSG study guide is designed to provide assistance to teachers who wish to improve their professional competence by self-study or by group study. The main purpose of the guide is to list and organize suitable references. Topics covered include: (1) algebra; (2) geometry; (3) number theory; (4) probability; and (5) statistics. (MP)

ED 175 348 HE 011 657

Options in Education Transcript: Programs Nos. 184-187 (Cheating in College, Black Colleges, College Marketing, Co-Education in College).

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Spons Agency-Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.

Pub Date- 79

Note-50p.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education, *Black Colleges, Black Education, *Cheating, Clubs, Codes of Ethics, *Coeducation, College Choice, College Faculty, *College Students, Discipline, Educational Opportunities, Enrollment Trends, Equal Education, Feminism, Higher Education, *Marketing, Publicize, Retrenchment, Sex Discrimination, Single Sex Colleges, Social Organizations, Sororities, *Student Behavior, Student School Relationship, Womens Education

Transcripts from a four-part National Public Radio Options in Education'' series are presented in this publication. The first program examines student cheating at colleges. Students and faculty discuss methods of cheating, reasons for cheating, student attitudes toward cheating, specific instances of cheating, and provide insights into why students cheat. Black colleges are the subject of the second program. The role of the Black college in American higher education is discussed by students, government representatives, and college administrators. The third program presents a discussion of college marketing. Several consultants and others in the field of education discuss the reasons why college marketing is becoming necessary. Examples of college advertisements are included. The subject of the fourth program is co-education. The role of women and women's rights on campus, the trend away from single sex colleges, and the segregated clubs still found on college campuses are discussed. (SF)

Hearold, Susan Lee
Meta-Analysis of the Effects of Television on Social Behavior.
Pub Date-Apr 79
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Anti Social Behavior, *Media Research, Prosocial Behavior, *Social Behavior, *Social Influences, Statistical Analysis, Television Research, *Television Viewing

This report statistically aggregates 230 studies on the effects of television viewing on social behavior. All empirical studies that measured a social behavior or attitude of subjects who had seen a non-educational television film or videotape and which had a program comparison group were considered appropriate. Pre-post comparison studies and heavy-viewer versus light-viewer surveys were also included, as were studies of viewer habits, attitudes, preferences, and knowledge of television programs and commercials; studies of political socialization or cognitive skills acquisition were excluded. Typically, the accepted study had viewers who watched antisocial, prosocial, or neutral programs, then were measured on direct imitation or generalized antisocial and prosocial behaviors. Conclusions of this study indicate that although fewer studies exist on prosocial effects, the effect size is much larger, holds up better under more stringent experimental conditions, and is consistently higher for both boys and girls, so that the potential for prosocial influences overrides the small but persistent negative effects of antisocial programs. (Author)

Prince, William W., Ed.

Directory of Academic Library Instruction Programs in Virginia.

Virginia Library Association, Richmond.

Pub Date-Dec 77

Note-42p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Libraries, Bibliographies, Evaluation Methods, *Instructional Programs, *Library Instruction, *Questionnaires

Identifiers-*Virginia

This directory of academic library instruction programs in Virginia reflects data compiled from 82 academic libraries that responded to a questionnaire sent out in August 1977. The institution libraries are listed with addresses, the name(s) of contact person(s), and a telephone number. The survey results are organized by the format and the type of instructional product/program: various kinds of guides (such as those for faculty, to the card catalog, to separate services, etc.); tours, conducted by librarians/staff or self-guided; instruction to classes for credit or non-credit; workbooks; library exercises; term paper clinics; and library competency test. Under each heading, libraries offering the product/program are listed, and asterisks are used to indicate demonstrated success. Those institutions which have written goals and objectives are also listed, and their methods of evaluating their programs are indicated. The directory includes the survey questionnaire, a description of Project LOEX (Library Orientation-Instruction Exchange), general information about the Southeastern Bibliographic Instruction Clearinghouse (SEBIC), and a bibliography of recent articles on library instruction. (JD)

ED 175 515 JC 790 506

Tvorek, Richard K.

Planning and Developing a Regional Community College Allied Health Consortium: A Case Description.

Illinois Univ., Champaign. Coll. of Medicine.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md.

Pub Date-78

Contract-N01-MB-2430

Note-16p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Cooperation, Community Colleges, *Consortia, *Health Occupations Education, *Interinstitutional Cooperation, *Junior Colleges, Regional Cooperation, *Regional Planning, *Regional Programs

In an effort to reduce duplication of educational services and improve career opportunities, the East Central Illinois Community College Consortium (ECICCC) was created to provide cooperative allied health education programs. Four institutions, Danville Junior College, Lake Land College, Parkland College, and Richland Community College, participated in designing the consortium, prioritizing potential program areas, developing research instruments and methods, and conducting area needs assessments. A Dietetic Technical Program (food service management option) was selected as the first program to be implemented and an Instructional Coordinator was employed to develop the curricular structure for the program and proceed with implementation. This report presents an overview and definitions of the consortium concept, the historical background concerning the development of ECICCC, and describes the administrative decision-making processes which characterized the consortium. The report concludes with a discussion of the strengths of the consortium and also potential problem areas which must be overcome to insure its successful operation. (DR)

ED 175 608 RC 011 596

Proceedings of the National Conference on the Delivery of Family Planning Services in Rural America (1st, Atlanta, Georgia, October, 1977).

Alan Guttmacher Inst., New York, N.Y.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date-Oct 77
Note-137p.
Available from-The Alan Guttmacher Institute, 515 Madison Avenue, 5th Floor, New York, New York 10022 ($5.00)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Birth Rate, Community Health Services, Contraception, *Delivery Systems, *Family Planning, Females, Health Education, Information Dissemination, Low Income, Outreach Programs, Population Trends, Pregnancy, Resource Allocations, *Rural Areas, *Rural Population, Rural Urban Differences, *Services

Although family planning services in rural America are becoming more accessible to women who need and want them, only one-fourth of low- and marginal-income nonmetropolitan women at risk of unintended pregnancy have been served by organized family planning programs. About 150 participants, generally providers of family planning services in nonmetropolitan areas, attended the first National Conference on the Delivery of Family Planning Services in Rural America which concentrated on exploring programs that appeared to have the greatest impact on the expansion of medical family planning services in rural areas. In panel discussions and addresses participants explored questions of costs, manpower, program scale, and program providers. There was consensus on many issues including the similarity of the problems of rural and urban service providers, the fact that the population at risk has differing cultural roots but similar fertility goals, and the need for more financial resources. Appendices include a factbook distributed at the conference which contains data about population, fertility, health resources, and family planning and abortion services. (SB)

ED 175 674 SE 028 662

Schurrer, Augusta L., Ed.

Supplementary and Enrichment Series: Numeration. Teachers' Commentary. SP-15.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-65

Note-34p.; For related documents, see SE 028 648-675; Contains occasional light and broken type

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Curriculum, *Curriculum Guides, Enrichment, *Instruction, Mathematics Education, *Number Concepts, *Number Systems, Secondary Education, *Secondary School Mathematics

Identifiers-*Modular Arithmetic, *School Mathematics Study Group

This is one in a series of manuals for teachers using SMSG high school supplementary materials. The pamphlet includes commentaries on the sections of the student's booklet, answers to the exercises, and sample test questions. Topics covered include history of numerals, the decimal system, expanded numerals and exponential notation, numerals in base seven, computation in base seven, changing from base ten to base seven, and numerals in other bases. (MP)

ED 175 730 SE 028 813

Morrison, James W., Ed. Hall, James A., Ed.

Terrestrial Ecology Guide.

Manchester Board of Education, N.H.; Saint Anselm's Coll., Manchester, N.H.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date-75

Grant-OEG-0-74-7345

Note-159p.; Photographs will not reproduce

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Biology, Botany, Class Activities, *Ecology, Environment, *Environmental Education, Instructional Materials, Interdisciplinary Approach, Natural Resources, *Outdoor Education, Pollution, Science Education, *Secondary Education, *Zoology

This collection of study units focuses on the study of the ecology of land habitats. Considered are such topics as map reading, field techniques, forest ecosystem, birds, insects, small mammals, soils, plant ecology, preparation of terrariums, air pollution, photography, and essentials of an environmental studies program. Each unit contains instructions and materials lists necessary to implement the lessons contained in the unit. (RE)

ED 17[illegible] 749 SO 011 909

White, Elliott

Sociobiology, Neurobiology and Political Socialization.

Pub Date-79

Note-29p.; Paper presented at Annual Meeting of the American Political Science Association (Washington, D.C., August 31-September 3, 1979)

Pub Type- Opinion Papers (120) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Development, Behavior Theories, *Biological Influences, *Biological Sciences, Changing Attitudes, Children, Genetics, Parent Child Relationship, *Political Science, *Political Socialization, Socialization, Social Sciences

Political science and its subfields cannot ignore the work being done in two areas of the life sciences: sociobiology and neurobiology. Current theories of political socialization which suggest that society molds the child will be increasingly affected by sociobiological theory which posits that children operate as independent actors in the socialization process. However, both the social sciences and sociobiology may have to be emended in the light of the emerging field of neurobiology. Leading neuroscientists not only indirectly support the sociobiological contention that children may play an active role in the socialization process, but also they tend to see the brain in emergent, dualistic, and mentalist terms. That is, the mind exists as a separate entity from the physical brain and is not reducible to it. Thus, three implications of neurobiological theory that apply even beyond children and politics to all humans and all behavior must be considered: (1) children are independent actors in the socialization process; (2) self-consciousness, as the child matures, may play an increasingly independently important role in the behavior of the child; and (3) the role of children in the socialization process and of self-consciousness in human (political) behavior must be considered in the light of genetic variability. (Author/KC)

ED 175 767 SO 011 934

Economic Evaluation of New Technologies in Higher Education. N.I.E. Report Phase 1, Volumes 2 and 3 of 7.

Heriot-Watt Univ., Edinburgh (Scotland). Esmee Fairbairn Economics Research Centre.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 78

Note-243p.; For related documents, see SO 011 930-937; Questions 1-49 of the Pre-test entitled Microeconomics Comprehension Series'' may not reproduce clearly due to light and broken print type of original document

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Case Studies, Computer Oriented Programs, Concept Formation, *Concept Teaching, *Economic Education, *Economic Factors, *Economics, Educational Objectives, Evaluation, Higher Education, *Instructional Materials, Multiple Choice Tests, Surveys, *Teaching Methods

Designed as an accompaniment to college level microeconomics lectures, (see SO 011 936), the package contains materials for four approaches to the microeconomics course. The course covers topics of economic concepts, issues, and tools; demand; supply; price and output determination in markets; marginal equivalency conditions and economic efficiency; the organization of industries; public goods and externalities; income distribution; international trade; and concepts revisited. Required texts are: Economics'' (Samuelson), Microeconomics'' (Lumsden, Attiyeh, and Bach), and Study Guide to Accompany Samuelson), (Robinson). The four approaches are conventional, case study, TIPS (Teaching Information Processing System), and cases-TIPS. All courses are based on 25 fifty-minute lectures. The conventional approach uses lectures, texts, workbook, and study guide as teaching methods. The cases course package contains nine case studies on topics such as the effects of pollution, production decisions, and housing, which are used instead of the workbook and study guide. The TIPS package offers surveys relating to each of the lesson units used to provide progress feedback to students and instructors. The Cases-TIPS package combines the use of the case studies and TIPS surveys used above. Materials relevant to all four approaches are provided: an economics and mathematics pretest, student information questionnaire, psychological inventory, continuous and final student evaluation questionnaire, pretest of microeconomics comprehension, midterm, and final examination. (CK)

ED 175 785 SO 011 952

Smith, Geoffrey
Basic Skills Packet.
Public Schools of Choice, New Haven, Conn.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-11 Jul 79
Note-9p.; For related documents, see SO 011 951-954
Available from-High School in the Community, 45 Nash Street, New Haven, Connecticut 06511 ($0.20)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Alternative Schools, Basic Skills, Community Schools, Cooperative Planning, *Educational Alternatives, *Individualized Programs, *Interdisciplinary Approach, Mathematics, Reading Skills, Relevance (Education), Remedial Mathematics, *Remedial Programs, Remedial Reading, Secondary Education, *Skill Development, Team Teaching
Identifiers-*High School in the Community, National Diffusion Network Programs, *Public Schools of Choice

The document describes the basic skills programs in reading and mathematics of the High School in the Community (HSC) in New Haven, Connecticut. HSC, designed to provide a choice of learning environments within the public school system, serves students dissatisfied with their previous school experience. Each student, on entering HSC, is screened regarding his/her math and reading skills. Those who demonstrate weaknesses in reading are channeled into one of two reading classes according to the degree to which they need help. Both classes use the Words in Color curriculum. Combinations of sounds are color coded so that once the code is known students can figure out any word in their speaking vocabulary even though they have never read it before. Classes are team-taught by math, social studies, and science teachers. The average gain is 1.5 years for each year of work in the program. Students weak in mathematics are counseled to take either ``Basic Math'' or ``Survival Math Skills.'' Materials for both classes are largely teacher-developed with a strong emphasis on relating problem solving to real life experiences. Students tend to gain one year's skill with one year's work. Evaluations reveal that HSC students do at least as well cognitively as those in traditional schools and do significantly better than other students on tests in the affective domain. (KC)

ED 175 805 SP 014 081

Hedley, Robert W. Moriarty, Dick

An Evaluation and Forecast of Future Directions of the Ontario Federation of School Athletic Associations (OFSAA).

Pub Date-78

Note-20p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Action Research, *Athletic Programs, *Athletics, Coordination, Foreign Countries, *Futures (of Society), *Interinstitutional Cooperation, Program Development, *School Attitudes, Secondary Education, Surveys

Identifiers-*Canada, Ontario Federation of School Athletic Associations

Formulation and forecast via the development of a five-year projection of possible future conditions in the Ontario Federation of School Athletic Associations (OFSAA) through the use of a modified Delphi technique was the purpose of this study. The research represents a survey investigation utilizing knowledgeable representatives of the 83 OFSAA legislative councils. The subjects were asked to identify probable and desirable developments and their impact on interschool sport related to the OFSAA. A plan for future action based on the research tabulated in the body of the paper and suggestions for future investigations on the topic of sports funding vs. institutional autonomy are included. (Author/LH)

ED 175 806 SP 014 082

Zarebski, John Moriarty, Dick

A SIR/CAR Systems Analysis of the Longitudinal Changes in Little League Baseball Comparing Windsor with the Rest of Ontario and Canada.

Windsor Univ. (Ontario). Faculty of Physical and Health Education.

Spons Agency-Canada Council, Ottawa (Ontario).; Ontario Royal Commission on Violence in the Communication Industry, Toronto.

Pub Date-78

Note-23p.

Pub Type- Reports - General (140)

ED 175 856 SP 014 748

Kuhs, Therese M. Freeman, Donald J.

The Potential Influence of Textbooks on Teachers' Selection of Content for Elementary School Mathematics. Research Series No. 48.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Contract-400-76-0073
Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Content Analysis, Core Curriculum, Course Content, Decision Making, *Elementary Education, *Mathematics Instruction, *Teacher Attitudes, Teaching Methods, *Teaching Skills, Textbook Content, *Textbook Selection

The research reported in this paper identifies the core curriculum'' and optional curriculum'' suggested by widely used textbooks of elementary school mathematics and describes the influence of each on teacher autonomy in selecting the content of instruction. Preliminary analyses suggest that the core curriculum'' is generally consistent with recent educational trends, while the freedom of choice suggested by the optional curriculum'' seems to demand a high level of mathematics expertise on the part of teachers. (Author)

ED 175 410 IR 007 574

Advisory List of Instructional Media for Health, Safety, and Physical Education.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

Pub Date-78

Note-22p.; For related documents, see ED 149 748 and ED 149 761; Pages 17-18 are missing

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Book Reviews, Elementary Secondary Education, Films, Filmstrips, *Health, Instructional Materials Centers, *Instructional Media, *Library Collections, *Physical Education, *Safety, School Libraries, Slides, Summative Evaluation

This annotated bibliography from the Materials Review and Evaluation Services lists reviewed and evaluated instructional media appropriate for school media centers in the areas of health, safety, and physical education. Educators should bear in mind that materials included in this list were selected from those which publishers chose to submit for evaluation and may assume that materials for purchase not appearing on the list either were not submitted for evaluation or received unfavorable reviews. At the end of this bibliography may be found an unannotated list of materials which have had favorable reviews in reliable reviewing sources. Items are listed by type of media books, 16mm films, filmstrips with cassette tapes, kits, and slide sets; each entry includes author, title, publisher or producer, date of production, cost, and grade level. (Author/RAO)

Bushell, Don, Jr.
Tokens for the Behavior Analysis Classroom: A Teaching Guide.
Kansas Univ., Lawrence. Support and Development Center for Project Follow Through.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-74
Note-23p.; For related document, see PS 010 836
Language-English; Spanish
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change, Class Management, *Classroom Techniques, Elementary Secondary Education, *Positive Reinforcement, *Rewards, *Student Behavior
Identifiers-Behavior Analysis Follow Through Project, *Token Reinforcement System

This manual briefly describes, in both English and Spanish, the basics of behavior analysis classroom procedures involving a token system. The token system is an exchange system. Teachers give the children tokens (any object such as a poker chip, marble or card) for acceptable behavior (paying attention, working on an assignment, correct answers, helping, etc.), and the children give the teacher tokens for things they desire (stories, games, recess, play materials, etc.). To keep the exchange going, behavior analysis classrooms have alternating earning periods and spending periods throughout each day. The manual describes procedures for giving tokens and exchanging tokens, helpful accessories for a behavior analysis classroom, and ideas for handling on-the-job problems which may emerge. Also included in the manual is a list of addresses of Behavior Analysis Follow Through projects in the United States. (Author/SS)

Davis, Ronald M., Ed.
Report of the Virginia Conference on Lower Division Mathematics (Richmond, Virginia, April 21, 1978).
Mathematical Association of America, Washington, D.C.
Pub Date-Apr 78
Note-18p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Articulation (Program), *College Mathematics, *Communication Skills, Community Colleges, Curriculum, *Higher Education, *Mathematics Curriculum, Mathematics Education, Program Coordination
Identifiers-*Virginia

This paper reports on the Virginia Conference on Lower Division Mathematics held on April 21, 1978 in Richmond, Virginia. It was sponsored by the Maryland-District of Columbia-Virginia Section of the Mathematical Association of America in conjuction with the State Council of Higher Education for Virginia. The purpose of the conference was to improve communication and coordination among two-year and four-year college mathematics faculties. The program included a keynote address that focused upon areas of mathematics content suggested as needing reexamination and included several talks on past and present efforts at articulation. Participants met in small groups by content area and by regions of the state for discussions of areas of concern regarding lower division mathematics. (Author/HM)

ED 175 648 SE 027 889

CSMP Mathematics for the Intermediate Grades Part IV, Teacher's Guide. The Languages of Strings and Arrows. Geometry and Measurement. Probability and Statistics.

Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-383p.; For related documents, see SE 027 875-893; Not available in hard copy due to copyright restrictions; Contains colored charts and activities which may not reproduce well
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Guides, *Elementary School Mathematics, Games, Geometry, *Instructional Materials, Intermediate Grades, Mathematical Logic, *Mathematics Curriculum, Mathematics Instruction, Measurement, Probability, Rational Numbers, Set Theory, Statistics, Textbooks, Workbooks
Identifiers-*Comprehensive School Mathematics Program

This guide represents the final experimental version of a pilot project which was conducted in the United States between 1973 and 1976. The ideas and the manner of presentation are based on the works of Georges and Frederique Papy. They are recognized for having introduced colored arrow drawings (papygrams'') and models of our numeration system (the Papy minicomputer'') into the teaching of mathematics at the elementary and secondary level in Belgium. This program follows the spiral approach.'' This guide contains the Language of Strings and Arrows; Geometry and Measurement; and Probability and Statistics. The languages are intended to provide a precise way to communicate ideas about classification and relations. The String Game is again presented to encourage critical thinking. Measurement and parallelism are included in the Geometry section of the guide. Random number stories and probability games are a part of the section on Probability and Statistics. (Author/SA)

ED 175 704 SE 028 692

Intermediate Mathematics Study Guide.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-65
Note-37p.
Pub Type- Reference Materials (130)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Algebra, *Bibliographies, Curriculum, Geometry, Higher Education, Inservice Education, *Instruction, Mathematics, *Mathematics Education, Secondary Education, Secondary School Mathematics, *Study Guides, *Trigonometry
Identifiers-Functions (Mathematics), *School Mathematics Study Group

This SMSG study guide is intended to provide teachers who use Intermediate Mathematics,'' as a textbook with references to materials which will help them to gain a better understanding of the mathematics contained in the text. For each chapter of the text a brief resume of its content is followed by a list of annotated references which are classified as elementary or advanced. Chapter topics include: (1) number systems; (2) coordinate geometry; (3) functions; (4) complex number systems; (5) equations in two variables; (6) systems of equations; (7) logarithms; (8) trigonometry; (9) vectors; (10) polar form; (11) sequences; (12) permutations; and (13) algebraic structures. (MP)

ED 175 832 SP 014 597

Russell, Donald E.

Teacher Mobility in Wisconsin Public Schools.

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date-Mar 79

Note-9p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Employment Patterns, Employment Statistics, *Faculty Mobility, *Labor Turnover, Motivation, Public Schools, Student Teacher Relationship, Teacher Employment, Teacher Persistence, *Teachers

Identifiers-*Wisconsin

A concise summary of statistical data, this booklet examines the possible career motivations, social influences, and economic factors that might affect teacher mobility patterns in the state of Wisconsin. (LH)

ED 175 880 TM 008 327

Hanna, Gerald S. Drahozal, Edward C.

Are Vocabulary Subscores Justified?

Pub Date- 77
Note-6p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Context Clues, Educational Diagnosis, Elementary Secondary Education, Item Analysis, *Scores, Test Reliability, *Test Results, *Verbal Tests, *Vocabulary, Vocabulary Skills
Identifiers-*Nelson Reading Test, *Subscores

Although vocabulary tests have not been well suited to subdivisions that yield scores for different attributes, they have often been used in this manner. The question of whether such subscores can be justified from a measurement standpoint was studied. Items of a vocabulary test were classifed into three categories; the words were presented in isolation, in phrase context, or in passage context. Subscores based on these three kinds of tasks were obtained from samples of approximately 3,000 students in each of grades 3 through 9. The subscores were then correlated. After correction for attenuation, the intercorrelations clustered sufficiently close to 1.00 to suggest that the separate subscores would not likely serve productive purposes. The two kinds of questions most frequently found in standardized vocabulary tests are isolated words and words in phrase context. The findings of this study indicated that these two item types offer alternative ways of measuring the same thing. It does not seem to matter whether a vocabulary test presents vocabulary words in isolation, in phrase context, or in a combination of the two. (Author/RD)

ED 175 901 TM 008 985

Revicki, Dennis And Others

Multivariate Analysis of Child Achievement Data in the Parent Education Follow Through Program.

North Carolina Univ., Chapel Hill.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Grant-G007701691
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Compensatory Education Programs, Elementary School Mathematics, Evaluation Methods, Parent Child Relationship, Parent Influence, *Parent Participation, *Parent School Relationship, Primary Education, *Program Evaluation, Reading Achievement
Identifiers-*Parent Educator Program, *Project Follow Through

A prior national evaluation suggested that children enrolled in the Parent Education Follow Through Program performed equal to or better than non-Follow Through children on several achievement subtests. The present study involved multivariate analysis of first through third grade achievement data in three Parent Follow Through communities. The three communities were a large southwestern urban area, a large southern urban area, and a small midwestern city. Two groups of children were included from each community: Parent Education children and comparison, or Non-Parent-Education children. The evaluation findings supported and elaborated the results of prior external evaluations of the programs. For the most part, the Parent Education groups performed equal to or better than the comparison groups on measures of reading and mathematics achievement. In the smaller midwestern community, difference did favor the comparison group, but it could be demonstrated that this was due to the unavailability of an appropriate comparison group. In addition, there was some indication that achievement test scores of program children in this community converged on those of the more advantaged comparison children by third grade. The authors concluded with a suggestion that multiple evaluation techniques be utilized to accurately assess such program outcomes. (Author/RD)

ED 175 367 HE 011 696

Bean, John P.

Path Analysis: The Development of a Suitable Methodology for the Study of Student Attrition.

Pub Date-Apr 79

Note-50p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bibliographies, *Critical Path Method, Demography, *Dropout Research, Environmental Influences, *Evaluation Methods, Higher Education, *Models, *Predictor Variables, Statistical Analysis, *Undergraduate Students

Identifiers-*Student Attrition

The shortcomings of current research on student attrition are reviewed, and ways are described in which multiple regression, path analysis, and a recursive causal model can be used to better understand attrition. A review of the research shows that past theoretical models lack an adequate definition of variables which have resulted in their being unsuitable for path analysis, or combined in single regression variables which are temporally ordered. A causal model is proposed that contains background variables, organizational determinants, intervening variables, personal determinants, environmental determinants, and a dependent variable. Additionally, the model takes into account a set of control variables used both to select a homogeneous subpopulation and to test for an interaction effect in the data set. Each of the causal model elements are discussed and two problems with the model are noted. A graphic illustration of the causal model is provided, along with an extensive bibliography, and a glossary of the variables. (Author/PHR)

ED 175 387 HE 011 790

Gifford, James F., Jr., Ed. And Others

Undergraduate Medical Education and the Elective System: Experience with the Duke Curriculum, 1966-75.

Spons Agency-National Library of Medicine (DHEW), Bethesda, Md.
Pub Date-Sep 78
Note-243p.
Available from-Duke University Press, 6697 College Station, Durham, NC 27708 ($9.75)
Pub Type- Books (010) - Reports - Evaluative (142)
Document Not Available from EDRS.
Descriptors-Admission Criteria, Anatomy, Behavioral Sciences, Biochemistry, Change Strategies, *Clinical Experience, Core Courses, *Curriculum Development, Educational Change, Elective Courses, Genetics, Graduate Surveys, Gynecology, Higher Education, *Historical Reviews, Interdisciplinary Approach, Internship Programs, Longitudinal Studies, *Medical Education, *Medical Schools, Medical Students, Medicine, Microbiology, Obstetrics, Pathology, Pharmacy, Physicians, Public Health, Radiology, *Science Instruction, Student Attitudes, Surgery, Vocational Followup
Identifiers-Biomedicine, *Duke University NC, Pediatrics

In view of increased public demand since 1965 for medical curriculum re-evaluation, the Duke University School of Medicine offered the first new model of medical education responsive to social pressures for change. The new Duke curriculum included presentation by each basic science department of the core of principles and information considered essential for any physician. In the second year students entered the wards of medicine, surgery, obstetrics and gynecology, pediatrics, and psychiatry as clinical clerks. The third and fourth years were devoted to elective courses, equally divided between basic science and clinical subjects, chosen in accordance with the student's career goals, with guidance from an advisor in each general area. The first 10 years of experience with the design at Duke are described in this book. Changes and continuities in the work of each basic science department, clinical department, and special educational program are described. The historical background of the experiment and the circumstances unique to Duke are discussed. Concluding chapters analyze the overall pattern of educational activity under the new curriculum, student attitudes toward their experiences with the new and old curricula, and the careers to date of graduates of the new curriculum. Over 30 writers contributed to the book. (LBH)

ED 175 433 IR 007 599

Wadham, Rex A.

Microcomputer Applications in Interaction Analysis.

Pub Date-Apr 79
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Observation Techniques, Computer Programs, Computers, *Data Analysis, *Data Collection, *Electronic Data Processing, Evaluation Methods, Group Behavior, *Input Output Devices, *Interaction Process Analysis, Programing Languages
Identifiers-FORTRAN Programing Language, *Microcomputers

The Timed Interval Categorical Observation Recorder (TICOR), a portable, battery powered microcomputer designed to automate the collection of sequential and simultaneous behavioral observations and their associated durations, was developed to overcome problems in gathering subtle interaction analysis data characterized by sequential flow of behaviors, simultaneous occurrence of several behaviors, and the duration of the behaviors. TICOR has been used in studies of teacher effectiveness, bilingual education, mental health, and physical education. Data are recorded electronically on a microcassette by pressing the appropriate keys of the 64 on the keyboard, and are later analyzed by the TICOR Data Analysis Computer (DAC) to provide summary reports of the variable frequencies, durations, and profiles of sequential and simultaneous variables. Available subject specific TICOR-DAC monitoring procedures include STUDAT, which monitors student attention to task; INSTAT, which monitors teacher instructional strategies and their relationship to teacher attention; EQUAT, which monitors teacher questioning and student attention. Many advanced interobserver reliability and data analysis procedures are available. The Microcomputer is programmable in FORTRAN, and has the capability of collecting covert responses from student response pads and analog input from autonomic responses. (Author/CMV)

ED 175 454 IR 007 623

Kleinbaum, David G.

Guidelines for Inclusion of Mediated (Audio-Visual) Instructional Materials in the Resource and Diagnostic Systems at the University of New Hampshire.

New Jersey State Library, Trenton. Library Development Bureau.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jul 78
Contract-SED-A01-76-12191
Note-144p.; Legibility of the appendices varies
Pub Type- Reference Materials (130) - Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Bibliographies, Evaluation Criteria, *Evaluation Methods, Higher Education, *Instructional Materials Centers, *Instructional Media, *Media Selection, Programs

This report identifies special characteristics of AV materials and special considerations for their use, provides a brief overview of general recommendations for the incorporation of statistical AV materials into the resource system, diagnostic system, and summer sessions at the University of New Hampshire, and gives detailed procedures for carrying out the general recommendations. Guidelines are also provided for updating a media survey conducted by the American Statistical Association which has resulted in two lists a 1974-75 compilation of audiovisual materials offered for sale as reported by publishing companies, and a 1975 compilation of predominately unpublished materials developed by statistics instructors and/or instructional designers for local use. Included in the text are a survey report form, a resource classification form, a checklist for initial inclusion in the system, an evaluation form for appraising the content of materials, an attitude questionnaire, and a brochure for a proposed workshop on uses of media in teaching statistics. Appendices include the two ASA lists, appraisals of selected media, and referenced survey and appraisal forms. (Author/JEG)

ED 175 497 JC 790 479

Ritch, Stephen W. Munro, Robert J.
Management Information Systems, Planning, and Public Community Colleges.
Pub Date- 78
Note-14p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Administration, College Planning, Community Colleges, Computer Oriented Programs, Data Processing, Decision Making, *Junior Colleges, *Management Information Systems, *Management Systems, *Systems Analysis, Systems Approach

Management Information Systems (MIS), originally developed in the areas of accounting, management science, and computer processing, are now being applied to decision-making in educational settings. Definitions of MIS are numerous and often vague, but management systems (as distinguished from other information systems) should promote real-time management, incorporate computer-assistance, and support the decision-making process. Real-time management refers to management that occurs throughout all stages of an activity or program with feedback occurring continuously. Computer-assistance is essential to this process, and all activity should be designed to support decision-making. Most community colleges have utilized computers solely in operations functions payrolls, student records and financial transactions. MIS can also be successfully utilized to implement administrative decisions and policies (control function), as well as aid in long-range planning and policy development (management function). The development of complete management information systems that can handle all these administrative areas management, control and operations requires joint effort of management personnel and systems analysts to identify goals and objectives and design a system adequate to meet those goals. (DR)

ED 175 590 RC 011 396

Gilfillan, Warren C. Burgess, Robert A.

The Teacher's Handbook for the Outdoor School.

Multnomah Outdoor Education, Portland, Ore.
Pub Date-Aug 78
Note-43p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Coeducation, Educational Environment, Educational Resources, Elementary Education, *Environmental Education, Equipment, Experiential Learning, Followup Studies, *Grade 6, Interdisciplinary Approach, Learning Activities, Lesson Plans, *Outdoor Education, *Resident Camp Programs, School Policy, Staff Role, Student Behavior, *Teacher Orientation, *Teacher Role, Teacher Workshops, Teaching Procedures
Identifiers-*Multnomah County Outdoor School OR

Active preparation, participation, and follow up by the classroom teacher are essential to the success of the Outdoor School, a week-long, resident, coeducational program of outdoor education for all Multnomah County, Oregon, sixth grade classes and their teachers. Teacher orientation to the Outdoor School includes an on-site overnight workshop in which teachers train with specialists in the emphasized resource areas: water, soil, plants, and animals. Prior to the School, the teacher should prepare students and parents adequately using Outdoor School materials and integrating the School curriculum into all subject areas through the use of suggested learning activities. During the School the teacher should plan daily with the Resource Specialists and staff, available to instruct as much as the teacher desires, so that formal outdoor study experiences will be beneficial. The teacher must also help relate the School curriculum to that of the classroom and help maintain proper discipline and student conduct. After the School, the teacher should use suggested classroom follow up activities to cement the Outdoor School experience. This handbook describes staff roles and policies; daily learning sessions; school objectives; necessary equipment; and procedures for administrative duties, arrival, departure, dining, discipline, and ceremonies. (SB)

ED 175 675 SE 028 663

Syer, Henry W., Ed.

Supplementary and Enrichment Series: Factors and Primes. SP-17.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-65

Note-58p.; For related documents, see SE 028 648-675; Contains occasional light and broken type

Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Curriculum, *Division, *Enrichment, *Instruction, Mathematics Education, *Number Concepts, *Prime Numbers, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials

Identifiers-*School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series is designed to make material for the study of topics of special interest to students readily accessible in classroom quantity. Topics covered include primes, factors, divisibility, greatest common factor, least common multiple, Robinson's Results, and Proth's Theorem. (MP)

ED 175 731 SE 028 841

Holman, Garvin L.

Evaluation of a Map Interpretation and Terrain Analysis Course for Nap-of-the-Earth Navigation. Research Report 1198.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Spons Agency-Army Aviation Center, Fort Rucker, Ala.

Pub Date-Aug 78

Note-49p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Aerospace Education, *Aircraft Pilots, *Aviation Technology, *Curriculum, *Evaluation, *Navigation, Technical Education

This report documents the training effectiveness of a map interpretation and terrain analysis course (MITAC) developed to enhance the ability of helicopter pilots to navigate accurately during low altitude terrain following flight. A study comparing student aviators taught by the MITAC technique with a control group of students taught by conventional techniques showed MITAC to be significantly superior in enhancing the aviator's ability to navigate rapidly and accurately during low-level flight. (Author/RE)

ED 175 921 TM 009 563

Lott, Winsor A.
New York's Truth-in-Testing'' Bill: A Cost Benefit Issue.
Pub Date-May 79
Note-12p.; Paper presented at the Meeting of the National Consortium on Testing (Arlington, Virginia, May, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accountability, *College Entrance Examinations, Cost Effectiveness, *Disclosure, Educational Legislation, Educational Testing, Equated Scores, *Estimated Costs, Higher Education, *State Legislation, Test Construction, *Testing Problems, Test Results
Identifiers-*La Valle Bill, New York, New York State Education Department, Test Security, *Truth in Testing Legislation

A bill introduced in the New York State Legislature on April 26, 1979, would require that all tests used for postsecondary or professional school admissions become public records'' after they have been administered. The New York State Education Department is opposed to this bill because it would greatly increase the cost of test development and reduce the quality of the tests. In addition, test equating procedures may be adversely affected. As a result, New York State residents would be required to pay higher examination fees and may be faced with abbreviated testing schedules. These consequences are of particular concern because six tests affected by the bill are used by the New York State Education Department as the bases for awarding scholarships and fellowships. The paper concludes that the cost of open testing'' outweighs the benefits. (Author)

ED 175 349 HE 011 658

Moye, Alfred L.

Statement By Alfred L. Moye, Deputy Commissioner Bureau of Higher and Continuing Education Before the Subcommittee on Postsecondary Education.

Pub Date-Mar 79
Note-23p.
Pub Type- Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Curriculum Development, Educational Economics, Eligibility, Faculty Development, *Federal Aid, *Federal Legislation, Federal Programs, Financial Support, *Higher Education, *Historical Reviews, Institutional Characteristics, Program Development, Resource Allocations, Statistical Analysis, Student Financial Aid
Identifiers-*Developing Institutions, *Higher Education Act 1965 Title III

Title III of the Higher Education Act of 1965, Strengthening Developing Institutions, is discussed in this presentation to the House Subcommittee on Postsecondary Education. The history of the Title from its inception is traced. Designed to strengthen the academic quality of financially weak institutions, Title III is viewed as a reflection of the social context of higher education in the mid 1960's. The Federal government recognized the need to aid the development of curriculum, faculty, administration, and student services in struggling institutions. Title III authorizes financial assistance for four types of activities: (1) increasing administrative efficiency; (2) faculty development; (3) curriculum improvement; and (4) improvement of student services. Eligibility requirements of Title III, and the resource sharing and cooperative arrangements between institutions are detailed. Two divisions were formed in 1973 to more effectively deal with the variety of eligible institutions seeking aid. The Basic and Advanced programs are explained. The funding history of the Title, application procedure, and selection process are also discussed. Statistical aspects are tabulated in Appendix A and examples of successful Title III projects are found in Appendix B. (SF)

ED 175 476 IR 007 650

Taylor, Charles T.

Education Reference Department Book Collection Policy.

California State Univ., Long Beach.

Pub Date-79

Note-38p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adolescent Literature, Audiovisual Aids, Books, Childrens Literature, *Education, Library Acquisition, *Library Collections, *Library Material Selection, Media Selection, *Policy, Reference Materials, Textbook Selection

Identifiers-*Collection Development

This handbook is intended to provide guidance to librarians in the collection development of book, non-book, and media materials for education through analysis of collection policies for specialized, non-print material, text, juvenile literature, and reference collections. Policies for each area are analyzed with regard to purpose, clientele to be served, budget, scope of subjects and types of materials to be collected, and the level of desired development. Within the basic guidelines provided, analysis is made of the collections of the Education Reference Department, School of Education, California State University, for which the general collection development policy and budget are outlined. (CWM)

ED 175 535 PS 010 803

White, Richard, Ed.

ASSIST: Associate Instructional Support for Teachers. Teacher's Guide.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Special Education.; Indiana Univ., Bloomington. Developmental Training Center.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Aug 77
Grant-451AH60379
Note-288p.; For Sourcebook, see PS 010 775
Pub Type- Guides - General (050) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Educational Programs, *Handicapped Children, Interpersonal Competence, Language Skills, *Paraprofessional School Personnel, *Preschool Children, Preschool Education, Psychomotor Skills, *Teacher Aides, Teacher Role, Teaching Methods, Teaching Skills, *Training

This training program is designed to prepare paraprofessionals to work effectively as instructional personnel with preschool handicapped children educational settings. The program is divided into two sections: Preservice Training and Inservice Training. The preservice section focuses on the special relationship between the instructional associate and the teacher, the children, and the preschool. Also included is general information about handicapping conditions which can help the instructional associate serve preschool handicapped children appropriately. The inservice section focuses on the knowledge and skills the instructional associate needs to fulfill his or her role in instructional and instructionally related areas. The overall objectives of this program are to provide instructional associates with knowledge of: (1) the role of the paraprofessional as instructional associate, the role of the teacher as program manager, and the ways both of them work together for the benefit of children, and (2) past and current trends in society's attitudes toward handicapped children and how these beliefs and attitudes affect programs and services for handicapped children. (Author/MP)

ED 175 572 PS 010 870

Preventing Lead Poisoning in Young Children: A Statement by the Center for Disease Control.

Center for Disease Control (DHEW/PHS), Atlanta, Ga.
Pub Date-Apr 78
Note-44p.
Pub Type- Guides - Non-Classroom (055)
EDRS Rrice - MF01/PC02 Plus Postage.
Descriptors-*Children, *Clinical Diagnosis, Health Conditions, Health Education, Health Guides, *Lead Poisoning, *Medical Treatment, Physical Environment, *Prevention, *Risk, Screening Tests

The purpose of this statement by the Center for Disease Control is to reflect new data available from clinical, epidemiological and experimental studies by making revised recommendations regarding the screening, diagnosis, treatment, and followup of children with undue lead absorption and lead poisoning. The ultimate preventive goal is identification and removal of lead in the environment before it is absorbed by the child. Until this occurs, screening, diagnosis, treatment, and environmental management will continue to be necessary public health activities. Topics discussed in the statement are: (1) the background of past experience with lead screening and the nature of the effects of lead on health; (2) aspects of screening procedures, including the goal, target population, schedule, methods, and interpretation of results; (3) the types of procedures to be followed and tests available for diagnostic evaluation of the patient's lead absorption status; (4) suggestions for clinical management of children diagnosed at various risk determinations (urgent risk, high risk, moderate and low risk); (5) environmental investigation and intervention, including common methods for reducing lead-based paint hazards; and (6) health education. The statement also includes a list of references and reprints of two papers published by members of the Center for Disease Control: Exposure to Lead: Sources and Effects,'' by Dr. Herbert Needleman, and Treatment of Lead Poisoning,'' by Dr. Julian Chisolm. (Author/SS)

ED 175 609 RC 011 600

Goyette, Cherie A. And Others

Farmworker Needs Agency Services: A Study of Migrant and Seasonal Farmworkers and Service Agencies in a Four County Central Florida Area.

Florida Technological Univ., Orlando. Div. of Sponsored Research.
Spons Agency-Department of Labor, Washington, D.C.; Florida State Dept. of Education, Tallahassee.
Pub Date-Apr 79
Grant-DOL-99-6-328-31-29
Note-259p.; Some pages may not reproduce well due to small print size; Reprint of a November 1978 publication
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Agency Role, Agricultural Laborers, Delivery Systems, Demography, Employment Services, Farm Labor Problems, *Human Services Interviews, Migrant Education, Migrant Employment, Migrant Problems, *Migrant Workers, *Needs Assessment, Outreach Programs, *Program Evaluation, Seasonal Employment, *Seasonal Laborers, Socioeconomic Influences, Staff Role, *Use Studies, Wages
Identifiers-*Florida (Central)

Assessment of farmworker needs and resource agencies revealed that a significant number of migrant and seasonal farmworkers are not receiving essential services available to them. Interviews conducted with 475 farmworkers gathered demographic data and information about perceived needs, knowledge and use of agencies, and satisfaction with services. Assessment of resources focused on Florida State Employment Service, Manpower Services (Comprehensive Employment and Training Act), and Adult Migrant Education Programs. Interviews with program managers and questionnaires completed by support staff provided information about agency procedures, compliance with federal regulations, problems in delivering services to farmworkers, and staff attitudes toward client groups. Data analysis using the Statistical Package for the Social Sciences led to specific recommendations for improving service delivery e.g., expansion of the Migrant Education Program, more effective use of local news media to publicize farmworker services, and numerous measures to expand employment opportunities. Three program models which could improve coordination of agency services were proposed: a centralized, comprehensive referral and intake system; an inter-agency staff training program; or a consolidated outreach staff for all agencies serving farmworkers. Data tables and research instruments are appended. (JH)

ED 175 705 SE 028 693

Study Guide in Digital Computing and Related Mathematics.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-64
Note-17p.
Pub Type- Reference Materials (130)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Algorithms, Bibliographies, *Computers, Computer Science, Curriculum, Higher Education, Inservice Education, *Instruction, Mathematical Applications, *Mathematics Education, *Problem Solving, Secondary Education, Secondary School Mathematics, *Study Guides
Identifiers-*School Mathematics Study Group

This SMSG study guide is designed to aid the teacher in acquiring familiarity with digital computer concepts or to further his/her knowledge of the field. Suitable references for important topics are categorized as central, peripheral, or advanced. Topics covered include: (1) nature and organization of computers; (2) problem analysis; (3) algorithmic language; (4) additional sources of problems; (5) mathematics of computation; (6) applications of computer systems; (7) computer operation; and (8) non-technical views of the computer field. (MP)

Smith, Geoffrey
Career Orientation Program.
Public Schools of Choice, New Haven, Conn.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-10p.; For related documents, see SO 011 951-954; Funding information on page 6 has been removed by ERIC
Available from-High School in the Community, 45 Nash Street, New Haven, Connecticut 06511 ($0.20)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Alternative Schools, *Career Education, *Career Exploration, Career Planning, Community Schools, Cooperative Planning, *Educational Alternatives, Educational Innovation, *Experiential Learning, Individualized Programs, Relevance (Education), School Community Cooperation, Secondary Education, Work Experience Programs
Identifiers-*High School in the Community, National Diffusion Network Programs, *Public Schools of Choice

A Career Orientation Program (COP) which provides exploratory work experience as well as classroom career instruction is described. The program is part of the High School in the Community (HSC), New Haven, Connecticut, an alternative school designed to provide a choice of learning environments within the public school system. Four components comprise the program. Experience Based Career Education provides opportunities for the student to systematically sample conditions of work in a variety of fields for class credit. General Work Experience allows part-time employment as part of the total school program. Vocational Work Experience provides specific occupational preparation for entry into selected careers. Other experience programs exist for sampling a variety of non-academic experiences such as arts, crafts, and music. After the student has been screened and officially enrolled in the program, the COP coordinator arranges meetings with the prospective employer and outlines responsibilities of the student, the community teacher, and the coordinator. Official outside evaluations note the innovative nature of the program, the large number of student participants, and the willingness of employers to cooperate. Major limitations are the half-time position of the coordinator, the suffering economy, and the lack of publicity for the program. A brief history of the COP from 1971 to the present concludes the document. (KC)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Action Research, *Athletics, Baseball, *Change Agents, Change Strategies, Foreign Countries, *Intervention, Physical Recreation Programs, *Research Methodology, Social Values, Sportsmanship, Surveys

Identifiers-Amateur Athletics, *Canada, Sports Institute for Research

The trends and changes occurring in Windsor District 5 Little League Baseball between 1971 and 1978 were closely monitored in order for researchers to discern the results of Sports Institute for Research/Change Agent Research (SIR/CAR) intervention in these programs. Comparisons of the 1972, 1976, and 1978 studies reveal that the values focus of the Windsor group significantly shifted away from competitive emphasis and towards an attitude stressing the social aspects of sports. A tentative conclusion may be drawn that through the use of SIR/CAR research methodology, and with the collaboration of universities and colleges, youth sports personnel can realistically reevaluate their avowed goals and update their operational programs to better facilitate their goal achievement. (LH)

ED 175 833 SP 014 602

Ruhling, Robert O. Storer, Thomas W.

Fitness Levels of University Cross-Country Skiers.

Spons Agency-National Inst. of General Medical Sciences (NIH), Bethesda, Md.

Pub Date-19 Mar 79

Grant-PHS-RR07092

Note-9p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education and Recreation (New Orleans, Louisiana, March 19, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Athletes, *Cardiovascular System, Exercise (Physiology), *Physical Fitness, *Skiing, *Training Techniques

Identifiers-*Aerobic Capacity, Cross Country Skiing

Dry-land training in preparation for competitive cross-country skiing proved to be effective in increasing athletes' aerobic capacity and physical fitness. Such training included bicycle racing, roller skiing, fartlek running, cross-country running, simulated ski walking on inclines, and interval training over hills. (JD)

ED 175 857 SP 014 750

Rohrkemper, Mary M. Brophy, Jere E.

Classroom Strategy Study: Investigating Teacher Strategies with Problem Students. Research Series No. 50.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Contract-400-76-0073
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Problems, *Class Management, Elementary Education, Research Methodology, *Student Behavior, Teacher Behavior, Teacher Characteristics, *Teacher Response, *Teaching Styles

A methodology for conducting research on managing the disruptive student based on identifying successful teacher strategies is described. The subjects of this study were teachers selected as being outstanding or average in their ability to cope with behavior problems. Data collection included two half-day classroom observations, a structured interview in which each teacher responded to a series of written vignettes depicting student behavior problems, and an open-ended interview in which the teacher discussed general strategies for dealing with each of 12 types of problem behaviors. Preliminary analyses of the data indicated that student disobedience and disruptive behavior provoke more intense and less effective teacher responses than do instructional problems. Also significant differences and responses to problems seem to favor teachers who view themselves as both instructors and socializers over those who view themselves as just instructors. (JD)

ED 175 411 IR 007 575

Advisory List of Instructional Media for Mathematics.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.
Pub Date-78
Note-13p.; For related documents, see ED 149 751 and ED 149 761
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audiotape Recordings, *Book Reviews, Elementary Secondary Education, Films, Filmstrips, *Instructional Materials Centers, *Instructional Media, *Library Collections, *Mathematics Education, School Libraries, Summative Evaluation, Tests, Workbooks

This annotated bibliography from the Materials Review and Evaluation Services lists reviewed and evaluated instructional media appropriate for school media centers in the area of mathematics. Educators should bear in mind that materials included in this list were selected from those which publishers chose to submit for evaluation and may assume that materials for purchase not appearing on the list either were not submitted for evaluation or received unfavorable reviews. At the end of this bibliography may be found an unannotated list of materials which have had favorable reviews in reliable reviewing sources. Items are listed by type of media books, workbooks, 16mm films, sound filmstrips, kits, tests, and audiocassettes. Each entry includes author, title, publisher or producer, date of production, cost, and grade level. (Author/RAO)

ED 175 516 JC 790 508

A Cost-Effectiveness Study of Alternative Learning Experiences at Whatcom Community College, 1978-1979.

Whatcom Community Coll., Bellingham, Wash.
Pub Date-79
Note-37p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges, Correspondence Courses, Counseling, *Educational Alternatives, Educational Finance, Expenditures, *Junior Colleges, Nontraditional Students, On the Job Training, Performance Based Education, *Performance Contracts, *Program Costs, Program Evaluation, *Vocational Education

The Alternative Learning Experiences (ALE) Program at Whatcom Community College was designed to provide opportunities for students to pursue educational goals outside the traditional classroom, specifically through the use of learning contracts, advising services, on-the-job training programs, correspondence courses, and competency-based vocational programs. In order to determine the relationship between the outcomes of ALE and the costs of the program, a study was designed which examined course descriptions and activities, student characteristics, student and faculty evaluations, and ALE budget expenditures. During fall 1978, 125 students were engaged in instructional activity; 70% were involved in individual learning contracts accounting for 33% of the effort of the 1.5 full-time equivalent (FTE) faculty in the program. Both faculty and student evaluations indicated that the contracts were valuable and relevant; 88% of the students completed the contracts they initiated in the program. Costs of the ALE program for fall 1978 totaled $13,457. Cost per FTE student was $330.63, a relatively low cost for the type and variety of services provided. Appendices to this report focus on student characteristics, sample learning contracts, interview guides, student and faculty evaluation forms, and the procedure used to calculate FTE and program costs. (DR)

ED 175 554 PS 010 836

Jackson, Donald A., Ed.

Curriculum Procedures for the Behavior Analysis Classroom: A Teaching Guide Kansas Univ., Lawrence. Support and Development Center for Project Follow Through.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-74
Note-93p.; For related document, see PS 010 835
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Elementary Education, *Handwriting Instruction, *Mathematics Instruction, Placement, *Reading Instruction, Remedial Instruction, Student Evaluation, Teacher Education, *Teaching Procedures
Identifiers-*Behavior Analysis Model

This guide presents procedures for teaching programmed reading, language arts, math, SRA reading, and handwriting in Behavior Analysis classrooms. The McGraw-Hill Programmed Reading curriculum is described, placement instructions are reviewed, teaching tips are offered, and remediation procedures are suggested. A Language Arts Index is presented in which all new reading skills introduced in Programmed Reading are listed and cross-referenced to specific sections of 19 different language arts books. The Singer Sets and Numbers math series is described, placement instructions are reviewed, suggestions for preparing to teach and for teaching Singer math are presented, ways to use math aids are discussed, and the evaluation and remediation of student progress are examined briefly. The SRA Reading Laboratory Series is described, steps for student placement are listed, and procedures for using power builders and listening skill builders are presented. The Behavior Analysis Handwriting Primer is described, the pretest is discussed, scoring examples for the primer and pretest are presented, specific teaching procedures involved in teaching handwriting are delineated, suggestions on how to keep a check on accuracy are offered, and a few tips on management and organization are given. A supplement for staff trainers is also included which presents materials related to training others to teach Programmed Reading and Singer Math in Behavior Analysis classrooms. (JMB)

ED 175 628 SE 027 743

Schoen, Harold L.

Calculators in Mathematics - How Should They Be Used.

Pub Date-Apr 79
Note-22p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Contains occasional light and broken type
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Research, Elementary Education, *Elementary School Mathematics, *Learning Activities, Mathematical Concepts, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Problem Solving, Worksheets
Identifiers-*American Educational Research Association, *Calculators

This paper was presented at the 1979 meeting of the American Educational Research Association (AERA) in San Francisco. It describes specific examples of calculator-aided mathematics learning activities for children in grades 2-6. These examples illustrate a variety of topics and types of learning which can be enhanced by a range of capabilities of a four-function calculator. Activity sheets and explanations of their uses are included. The activities are categorized by their instructional goals, and are designed to teach counting and numeration, basic facts, some selected number concepts, estimation, and problem solving. A discussion of the role of the calculator in mathematics learning as illustrated by the sample activities is also presented. (HM)

ED 175 649 SE 027 890

CSMP Mathematics for the Upper Primary Grades Part I, Teacher's Guide. The Languages of Strings and Arrows. Geometry and Measurement. Workbooks. Final Experimental Version.

Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-371p.; For related documents, see SE 027 875-893; Contains colored charts and activities which may not reproduce well; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Addition, Curriculum Development, Curriculum Guides, Elementary Education, *Elementary School Mathematics, Geometry, *Instructional Materials, Integers, *Mathematical Logic, Mathematics Instruction, Measurement, Multiplication, *Number Concepts, *Primary Education, Rational Numbers, Set Theory, Subtraction, Textbooks, Workbooks
Identifiers-*Comprehensive School Mathematics Program

This guide represents the final experimental version of a pilot project conducted in the Unites States between 1973 and 1976. The ideas and manner of presentation are based on the works of Georges and Frederique Papy. They are recognized as having introduced colored arrow drawings (papygrams'') and models of our numeration system (the Papy minicomputer'') into the teaching of mathematics at the elementary and secondary level in Belgium. This program follows the spiral approach.'' Suggestions are given for acquiring materials for lessons. This guide is divided into the Language of Strings and Arrows, Geometry and Measurement, and the Appendix, which contains the String Game. The five workbooks in this volume are intended for individual work. The answer key for the workbooks is included with the guide. A chart is given for the teacher to keep track of each student's progress. (Author/SA)

ED 175 676 SE 028 664

Syer, Henry W., Ed.

Supplementary and Enrichment Series: Factors and Primes. Teachers' Commentary. SP-18.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-65

Note-27p.; For related documents, see SE 028 648-675; Contains occasional light and broken type

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Curriculum, *Curriculum Guides, Decimal Fractions, Enrichment, *Instruction, Mathematics Education, *Number Concepts, *Number Systems, *Prime Numbers, Secondary Education, *Secondary School Mathematics

Identifiers-*School Mathematics Study Group

This is one in a series of manuals for teachers using SMSG high school supplementary materials. The pamphlet includes commentaries on the sections of the student's booklet, answers to the exercises, and sample test questions. Topics covered include factors and primes, perfect numbers, divisibility, expanded notation, repeating decimals, number systems in other bases, common factors, and common multiples. (MP)

ED 175 732 SE 028 859

Suydam, Marilyn N., Ed.

Investigations in Mathematics Education, Vol. 12, No. 3.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date-79

Note-71p.

Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (subscription $6.00, $1.75 single copy)

Journal Cit-Investigations in Mathematics Education; v12 n3 Sum 1979

Pub Type- Collected Works - Serials (022) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Abstracts, Anxiety, *Concept Formation, *Effective Teaching, Elementary Secondary Education, Learning, *Mathematics Education, Research Reviews (Publications), *Sex Differences, *Student Ability, *Thought Processes

Thirteen research reports related to mathematics education are abstracted and analyzed. Four of the reports deal with learning or thought processes, two each with concept formation, sex differences, teacher effects and student abilities, and one report deals with anxiety. An editor's note lists various other sources of reviews of research in mathematics education. (PK)

ED 175 750 SO 011 910

Morrison, Deanna M.
A Research Paper on the Status of Law-Focused Education in the United States, 1978-1979.
Pub Date-79
Note-18p.; Not available from EDRS in paper copy due to poor reproducibility of original document
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Background, *Citizenship, Curriculum Development, Educational Innovation, *Educational Programs, Elementary Secondary Education, Experiential Learning, Interdisciplinary Approach, *Legal Education, *National Organizations, Relevance (Education), Social Studies, Student Motivation

This overview of law-focused education in the United States traces the legal education movement from 1962 to the present and discusses the functions and advantages of legal programs. Current efforts to revitalize legal instruction are the result of the ineffectiveness of past teaching approaches, a growing legal consciousness in the average adult, and the involvement of the legal profession in promoting legal literacy. Organizations formed to meet these challenges include the National Assembly on Teaching the Principles of the Bill of Rights, the Constitutional Rights Foundation, the Law in American Society Project, and the American Bar Association's Special Committee on Youth Education for Citizenship. As a result, the number of law related programs, teaching materials, and teacher institutes has increased dramatically. An interdisciplinary approach, experiential learning, and teacher education efforts are common to all of these programs. Areas covered in secondary level courses include consumer law, criminal law, drug use and abuse, school law, plea bargaining, and recidivism. Students are involved in simulated trials, court visits, values clarification exercises, legal research, and legal brief writing. The major strength of law focused programs is that by focusing on the real and the current, they provide considerable motivational value. Lists of nationwide legal education projects, examples of these projects, and types of funding for current projects are provided. (KC)

ED 175 768 SO 011 935

Economic Evaluation of New Technologies in Higher Education. N.I.E. Report Phase 1, Volumes 4 and 5 of 7.

Heriot-Watt Univ., Edinburgh (Scotland). Esmee Fairbairn Economics Research Centre.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Note-232p.; For related documents, see SO 011 930-937
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Computer Oriented Programs, Concept Formation, *Concept Teaching, Data Analysis, Decision Making, Definitions, *Economic Education, *Economic Factors, *Economics, Financial Policy, Foreign Policy, Higher Education, Income, Inflation (Economics), Investment, Labor Market, Marketing, Models, Money Systems, Multiple Choice Tests, Policy Formation, Unemployment

Designed as an accompaniment to college level macroeconomic lectures (see SO 011 937), this package contains materials for three approaches to the macroeconomics course. The course covers topics of basic macroeconomic concepts, income and expenditure determination, aggregate demand, unemployment and inflation, policy making, investment and expenditure, money, interest, and income, aggregate supply, and international macroeconomics. Required texts are: Economics'' (Bach), Workbook and Study Guide'' (Block and Dennert), Economic Analysis and Policy'' (Joseph and Seeber), Macroeconomics: A Programmed Book'' (Attiyeh, Lumsden, Bach), and Economics'' (McConnell). The three approaches are conventional, game, and TIPS (Teacher Information Processing System). All courses are comprised of 25 fifty-minute lectures. The conventional approach bases examinations on the lectures, texts, and the workbook and study guide. The games package contains a competitive computer game; the course requires five research reports in addition to midterm and final examinations. The TIPS package contains a course notebook which presents exercises selected to clarify lectures. In addition to examinations, assignments include 11 TIPS debriefing sessions. Materials relevant to all three approaches are provided: a pre-test of macroeconomics comprehension, student information questionnaire, psychological inventory, continuous and end-of-quarter student evaluation questionnaire, instructor questionnaire, three midterms and one final examination. (KC)

Andersson, Hakan Brehmer, Berndt
Can A Person Teach All He Knows? Evidence from Interpersonal Learning of Inductive Inference Tasks. Umea Psychological Reports, No. 142.
Umea Univ. (Sweden).
Pub Date-78
Note-21p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Complexity Level, Foreign Countries, Higher Education, *Inductive Methods, *Knowledge Level, Learning, *Learning Characteristics, Learning Difficulties, *Learning Processes, Senior High Schools, *Student Teacher Relationship, Teacher Role, Teaching Skills
Identifiers-Sweden

The hypotheses that interpersonal learning is more effective than individual learning in nonlinear tasks but that students learn relatively less from their teachers when the teachers have to teach a complex nonlinear rule than when they have to teach a simple linear rule was tested in an experiment following the social judgment theory interpersonal learning paradigm. A 2 x 3 x 4 factorial design was employed: (learning tasks: linear vs. nonlinear) by (learning conditions: teachers, who already knew the task, vs. learners, who had to learn the task from the teachers, vs. individual learners, who had to learn the task from outcome feedback from the task) by (blocks of trials). The results supported both hypotheses; the subjects learned the nonlinear task much better in the interpersonal learning conditions than in the individual learning conditions, but for the linear task, there was very little difference between the two learning conditions. Results also indicated that learners approached the same level of performance as their teachers at a slower rate in the nonlinear conditions than in the linear conditions. (Author/RD)

ED 175 368 HE 011 698

Sheehan, T. Joseph

Moral Judgment as a Predictor of Clinical Performance.

Spons Agency-Commonwealth Fund, New York, N.Y.; Connecticut Univ. Research Foundation, Storrs.; National Fund for Medical Education, Cleveland, Ohio.

Pub Date-7 Apr 79

Note-38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Background, Comparative Analysis, Ethics, Foreign Medical Graduates, Geography, *Graduate Medical Students, *Integrity, Internal Medicine, *Medical Services, *Moral Values, *Performance Factors, Physicians, *Predictor Variables

Identifiers-Family Practice (Medicine)

Over a 4-year period moral reasoning and performance data were studied on 350 resident pediatricians, internists, and practitioners of family medicine from seven different institutions. Clinical performance was measured by faculty ratings, and integrity (moral reasoning) was measured by Kohlberg's Standard of Moral Judgement Interview and Rest's Defining Issues Test (DIT). Findings of the resident pediatricians showed that there was a significant difference between American and foreign residents, and that there was a high correlation between performance ratings and integrity scores. The residents in internal and family medicine were a much smaller group and none of the correlations were statistically significant. Limitations of the study included the nature of judging values, sampling procedures, and the use of adjusted performance ratings. It was concluded that while the study indicated a relationship exists between integrity and clinical performance, it represented indirect evidence. Extensive tables analyzing the findings are appended. (PHR)

ED 175 498 JC 790 480

Clark, Robert M.
Special Counseling Study, Fall, 1978, Entering Class.
Reedley Coll., Calif.
Pub Date-1 Aug 79
Note-18p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Community Colleges, Counseling Effectiveness, Counseling Goals, *Counseling Programs, *Counseling Services, Dropouts, *Educational Counseling, Educationally Disadvantaged, Junior Colleges, *Junior College Students, *Low Ability Students, Persistence, School Holding Power, Special Counselors, Student Characteristics, Student Needs

At Reedley College, those students who enter with less than a 2.0 grade point average (GPA) and those without a high school diploma are intended to be identified as Special Counseling'' students and to receive intensive counseling coverage. The files, transcripts, and permits to register of 99 such students were examined after fall semester 1978 to gain information on student attributes and performance, and on factors that might encourage students to continue with school. Several comparison categories were established in evaluating the data, including age, first semester GPA, number of counseling contacts (special and total), percent of units completed, financial aid status, whether the student withdrew, whether he/she returned the second semester, high school graduation, tutoring, late applications, late and no transcript, local high school, and whether the student had actually been identified as a Special Counseling student. Findings indicate that identification of a student as a Special Counseling student may have a benefical effect. Those identified completed more counseling contacts than those not identified. They were more likely to receive tutoring and financial aid, and were less likely to withdraw from school after the first semester. Students who received special counseling were also more likely to complete their first semester with a GPA of 2.0 or higher. (DR)

Gilfillan, Warren C., Comp. Burgess, Robert A., Comp.
The Student's Handbook for the Outdoor School.
Multnomah Outdoor Education, Portland, Ore.
Pub Date-78
Note-36p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, Environmental Education, Experiential Learning, *Grade 6, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Outdoor Education, Recreational Programs, *Resident Camp Programs, *School Orientation, *School Policy, Student Behavior, *Student Responsibility, Student Role
Identifiers-*Multnomah County Outdoor School OR, Student Handbooks

Directed to the Multnomah County, Oregon, sixth grade students who participate in the Outdoor School program, the reusable handbook serves as an introduction to the week-long, resident outdoor education experience which focuses on four natural resources: soil, water, plants, and animal life. Each week, four sixth grade classes from different schools participate in learning and living activities at the school sites, regular children's camps leased for the purpose. Housed in cabins under the supervision of high school aged Junior Counselors, students share work duties such as serving food, setting tables, hosting meals, cleaning facilities and grounds, carrying firewood, and forecasting weather. Each day, students form small groups to concentrate on one resource area during two lengthy outdoor study sessions. They may participate in archery, bait casting, riflery, knife and axe, hiking, or nature crafts during a daily recreation period. A quiet time, class meeting, and campfire complete the fully scheduled daily routine. There is a heavy emphasis on behavior, especially at mealtime. Complete procedures for registration, identification of possessions, arrival and departure, camp duties, ceremonies, and health and safety are described. Directions for construction of necessary camp equipment (tote bag, hobo stove, plant presses, insect collection boxes) are included. (SB)

ED 175 807 SP 014 083

Moriarty, Dick Zarebski, John

SIR/CAR Analysis Technique for Voluntary School Sport or Amateur Athletic Organizations. A SIR/CAR Application.

Windsor Univ. (Ontario). Faculty of Physical and Health Education.

Spons Agency-Canada Council, Ottawa (Ontario).

Pub Date-78

Grant-S72-1768; Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Principles, Administrative Problems, *Athletics, Foreign Countries, Objectives, *Operations Research, Research, *Research Methodology, *Systems Analysis, *Voluntary Agencies

Identifiers-Amateur Athletics, *Canada, Little League Baseball, School Programs

This paper delineates the exact methodology developed by the Sports Institute for Research/Change Agent Research (SIR/CAR) for applying a systems analysis technique to a voluntary mutual benefit organization, such as a school or amateur athletic group. The functions of the technique are to compare avowed and actual behavior, to utilize group dynamics to develop a cadre of change agents, and to reaudit the organization to assess the effects of Phase 1 and 2 intervention. Results of the application of this method to Little League baseball organizations are presented and discussed. A diagram illustrating the professional-amateur dichotomy in the structure of athletic organizations is included. (LH)

ED 175 834 SP 014 606

Rhythms and Games of Low Organization.
Montgomery County Public Schools, Rockville, Md.
Pub Date-79
Note-112p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Dance, *Educational Games, *Elementary Education, Folk Culture, Learning Activities, Motor Development, *Movement Education, Physical Activities, *Psychomotor Skills, *Skill Development

Information and materials to assist professional staff in providing a meaningful and sequential program of rhythms and games of low organizational structure for grades K-6 is presented. Simple dance activities are described, and evaluation checklists for measuring activity effectiveness and student development are provided. Specific directions for singing and dancing games are included. Much of the information is presented in tabular form for easy reference, and a brief bibliography is appended. (LH)

ED 175 902 TM 008 996

Fyans, Leslie J., Jr.

Socio-cultural Differences and Developmental Changes in Continuing Motivation, Evaluation Anxiety, and Attributions of Success and Failure.

Pub Date-Apr 79

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Age Differences, Anxiety, *Attribution Theory, *Cultural Differences, Elementary Secondary Education, Family Influence, Grade 4, Grade 8, Grade 11, Individual Differences, Motivation, Parental Background, Parent Participation, Performance Factors, *Sex Differences

Identifiers-*Test Anxiety

Students' reported reasons for academic success or failure (categorized as ability, effort, task difficulty, or luck) were studied simultaneously in over 1,000 students in grades 4, 8, and 11. Differences between 16 attributional groups (4 success x 4 failure) were reported by discriminant analysis, according to grade, sex, and ethnic group Oriental, American Indian, Black, Hispanic, Caucasian, and other. Variables traditionally associated with effort (continuing achievement motivation, family background, homework, and extra-curricular reading habits and resources) and variables associated with ability (including test comfort or low test anxiety) were intercorrelated and examined for age, sex, and ethnic differences. (CP)

Eddy, W. P.
Student Achievement in Alberta.
Alberta Dept. of Education, Edmonton.
Pub Date-May 79
Note-97p.; Report prepared by the Minister's Advisory Committee on Student Achievement
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement, Achievement Tests, Attitude Tests, Educational Assessment, Educational Trends, Elementary Secondary Education, *Evaluation Needs, Foreign Countries, Performance Factors, *State Surveys, *Testing Programs, *Test Results
Identifiers-*Alberta, Canada

The Minister's Advisory Committee on Student Achievement (MACOSA) of Alberta, Canada studied student achievement in grades 3, 6, 9, and 12. Students were tested in reading, writing, mathematics, science, and social studies (grade 12 only). Tests were based upon cognitive objectives considered to be important to the curriculum, and results were to be used for program improvement at the provincial level. Studies of factors affecting achievement and concerning the development of achievement and attitude tests were also conducted. Effects of the twelfth grade departmental examinations, which had been made non-compulsory, were investigated. General conclusions included: (1) third grade achievement levels were maintained over a 21-year period, from 1956 to 1977, and were comparable for urban and rural groups; (2) reading achievement was generally satisfactory at all four grade levels; (3) writing skills were weak on the short answer test, but higher on longer writing assignments; (4) mathematics skills were satisfactory in number facts and computation, but unsatisfactory in problem solving, geometry, measurement, and consumer mathematics; and (5) performance on the science tests was generally satisfactory. (Test data, a glossary and bibliography, and a copy of the order establishing MACOSA are included.) (GDC)

Jakoubek, Paul

ERIC Clearinghouse Accession Codes.

Wisconsin State Dept. of Public Instruction, Madison.
Pub Date-78
Note-12p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classification, *Clearinghouses, *Codification, *Information Retrieval, *Search Strategies
Identifiers-*ERIC

This paper introduces ERIC searchers to the use of clearinghouse codes as search keys and includes a brief history of ERIC Clearinghouses, information on how codes are assigned, the use of clearinghouse codes in the WISE Search Program at the University of Wisconsin-Madison, and some examples of potential uses of codes in searching. Examples in this paper are specific to the WISE Search Program; however, the concepts can be transferred to any ERIC retrieval service that has Clearinghouse Accession Codes as a searchable field. Accession codes and scope of interest notes for ERIC Clearinghouses are appended. (Author/CWM)

ED 175 706 SE 028 694

Luce, R. D.

Studies in Mathematics, Volume I: Some Basic Mathematical Concepts.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-59

Note-169p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Curriculum, *Games, Independent Study, *Inservice Education, *Instruction, Mathematics, *Mathematics Education, Secondary Education, Secondary School Mathematics, *Set Theory

Identifiers-*Functions (Mathematics), *School Mathematics Study Group

This is one in a series of SMSG books on various topics directly related to high school mathematics courses, designed for the benefit of those mathematics teachers who wish to improve their teaching through independent reading. Particular attention is paid to topics which play an important part in the courses developed by SMSG. Chapter topics include sets, relations, orderings, functions, axiomatization of functions, and axiomatization of mathematical games. (MP)

Advisory List of Instructional Media for Media Education.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.
Pub Date-78
Note-17p.; For related documents, see ED 149 752 and ED 149 761
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Book Reviews, *Educational Technology, Elementary Secondary Education, Films, Filmstrips, Games, *Instructional Materials Centers, *Instructional Media, *Library Collections, Programed Materials, School Libraries, Slides, Summative Evaluation

This annotated bibliography from the Materials Review and Evaluation Services lists reviewed and evaluated instructional media appropriate for school media centers in the area of media education. Educators should bear in mind that materials included in this list were selected from those which publishers chose to submit for evaluation and may assume that materials for purchase not appearing on the list either were not submitted for evaluation or received unfavorable reviews. At the end of this bibliography may be found an unannotated list of materials which have had favorable reviews in reliable reviewing sources. Items are listed by type of media books, 16mm films, sound filmstrips, games, kits, programmed materials, and slide sets. Each entry includes date of production, cost, and grade level. (Author/RAO)

Graham, Linda L. Johnson, Kirk A.

Microfiche and Printed Materials in Individualized Instruction: A Comparison.

Naval Personnel and Training Research Lab., San Diego, Calif.
Report No.-NPRDC-TR-79-18
Pub Date-May 79
Note-44p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Tests, Analysis of Variance, *Comparative Analysis, Educational Research, *Individualized Instruction, *Instructional Materials, *Media Research, *Microfiche, Military Personnel, Military Training, *Questionnaires, Student Attitudes, Tables (Data)

Comparisons were made between the use of microfiche materials and conventional printed materials for individualized instruction in two short military courses on aviation and ground maintenance. One group of students in each course used printed instructional materials and microfiche for course achievement tests, while another group used microfiche for instructional materials and tests. In both courses a control group used printed materials and tests exclusively. There were no test score differences among any of the three groups in each course; however, while results indicated that microfiche materials had an initial adverse effect on training time in the first course, this effect decreased rapidly in the second course. Before commitments are made to an extensive use of microfiche materials, it is recommended that their long-term effects be evaluated in a study with sufficient power to assure potential users that real differences in training time as large as those found in this study do not exist. Appendices include a list of course modules, sample learning guides, tables showing cell means for interactions and correlations between attitude and training time, and two student attitude questionnaires with results. (Author/CMV)

ED 175 455 IR 007 624

Shavelson, Richard J. Maddahian, Ebrahim

Individualizing Instruction in Quantitative Subject-Matters: Capitalizing on Aptitude by Treatment Interactions.

New Hampshire Univ., Durham.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Contract-SED-A01-76-12191
Note-69p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Aptitude, Bibliographies, Cognitive Ability, Educational Research, *Educational Strategies, *Instructional Design, Intelligence, Mathematics Education, *Programed Instruction, *Sequential Learning
Identifiers-*Aptitude Treatment Interaction

This review of the literature on aptitude by treatment interaction concentrates on studies which investigated two or more instructional treatments in a quantitative subject area primarily mathematics with different populations of students on whom measures of individual differences in aptitude were available. Designed to formulate some tentative recommendations for matching instructional methods to individual differences between students, the review examines 61 studies investigating logical vs scrambled sequences in programmed instruction, linear vs branching programmed instruction, covert vs overt responding in programmed instruction, conventional instruction vs programmed instruction, deductive vs inductive sequencing, mastery vs convential instruction, verbal vs visual/spatial instruction, and conventional instruction vs new math. A brief summary of the results with recommendations is followed by six tables summarizing the major findings of the reports in each of the areas studied. (RAO)

Palola, Ernest G. And Others
The Methodology of PERC (Program Effectiveness & Related Costs). Empire State College Research Series.
State Univ. of New York, Saratoga Springs. Empire State Coll.
Pub Date-Apr 77
Note-166p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Budgeting, College Faculty, *Cost Effectiveness, *Data Analysis, *Data Collection, Educational Finance, *Evaluation Criteria, Institutional Research, Junior College Students, *Management Information Systems, Postsecondary Education, Statistical Analysis, Statistical Data, Systems Analysis

Program Effectiveness and Related Costs (PERC), a comprehensive data management plan developed at Empire State College, is the subject of this explanatory report. Chapter 1 presents the conceptual framework of the program which incorporates data on outcomes, costs, programs, students, and faculty, and also incorporates a multiple perspectives strategy,'' that utilizes a variety of observers and methods in data collection. A key function of PERC is to provide information for decision-making, and with this in mind, Chapter 2 examines the meaning and context of various policy questions in postsecondary institutions. Since PERC incorporates a variety of questionnaires, interview schedules, and rating forms, Chapter 3 is concerned with a discussion of instrument reliability and validity. Another major objective of PERC data analysis is the development and testing of typologies about students, faculty, and programs. Chapter 4 deals specifically with the dimensions of a student typology and a typology of learning resources as they were developed at Empire State College. Several appendices are

ED 175 536 PS 010 804

Zahn-Waxler, Carolyn And Others
Child Rearing and the Development of Children's Altruism.
National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date-Aug 78
Note-10p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 28-September 1, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affective Behavior, Altruism, *Child Rearing, *Discipline, Empathy, Family Environment, *Infants, Moral Development, *Mothers, *Parent Influence, *Prosocial Behavior, Socialization
Identifiers-Naturalistic Observation

This 9-month naturalistic study investigated maternal influence on the responses of 1 1/2- to 2-year-old infants to emotional distress events occurring in the family environment. Mothers were trained to report details of distress incidents, of the child's reactions to the person in distress, and of the mother's own response to the child and to the victim. The mothers of 16 infants were instructed to tape record (in narrative style) an account of events in which their child was the cause of someone's physical or psychological distress, and those in which the child was a bystander. Every third week an investigator visited the home to supervise the mother's data collection, to simulate an emotion and to assess mother-child interactions. Analysis of maternal techniques indicated that mothers were not very active when their children were bystanders to distress. The little teaching they did do seemed not to influence children's altruism. However, mothers' disciplinary techniques regarding distress caused by their children emerged as a salient element in the child's moral learning: (1) mothers' high use of affective explanations when the child transgressed was significantly linked with more reparation from their children, while neutrally delivered explanations were unrelated to children's reparation; (2) the more altruistic children in innocent bystander situations were those whose mothers used affective explanations in handling their child in transgression situations; and (3) the frequent use of unexplained

ED 175 573 PS 010 871

The Interstate Placement of Children: A Preliminary Report.

Council of State Governments, Lexington, Ky.
Spons Agency-Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date-Aug 78
Grant-OJJDP-77JN-99-0021
Note-54p.; Appendixes in this document have been omitted due to small print size
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Case Studies, Certification, Child Abuse, *Children, Data Collection, Delinquency, Dependents, Emotionally Disturbed Children, *Interstate Programs, Literature Reviews, Mental Illness, Neglected Children, *Placement, Research Methodology, *Residential Care, *Residential Programs, *State Legislation
Identifiers-Illinois, *Interstate Compacts, North Carolina, Texas

Through this report, the Council of State Governments, in conjunction with the Academy for Contemporary Problems, attempts to shed new light on the problem of the placement of children in out-of-state residential care. The report describes the results of a pilot feasibility study conducted in Illinois, North Carolina, and Texas to determine the accessibility, retrievability, and reliability of certain types of data related to issues associated with the interstate placement of children. A number of different questions were discussed in the process of the study: the number and types of children involved; the circumstances under which they are placed; the total cost of placements; the legality of the practice; and the effectiveness of interstate compacts, licensing laws, and other statutes intended to safeguard the rights and well-being of children. The report includes sections on the following: a review of methodological issues associated with the study; a review of relevant research literature; a description of the law surrounding interstate placements; a description of the nature of interstate compacts; a digest of the case studies of Illinois, North Carolina, and Texas; a discussion of issues concerning data collection problems; and recommendations for a

ED 175 629 SE 027 744

Carpenter, Thomas P. And Others

The Effect of Problem Structure on First-Graders' Initial Solution Processes for Simple Addition and Subtraction Problems.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-OB-NIE-G-78-0217
Note-45p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Addition, *Educational Research, Elementary Education, *Elementary School Mathematics, Grade 1, Interviews, Mathematics Education, *Mathematics Instruction, Problem Solving, *Subtraction
Identifiers-*American Education Research Association

This study was presented at the 1979 meeting of the American Education Research Association (AERA), San Francisco. It investigated the relationship between the structure of simple addition and subtraction problems and the types of processes children use to solve them prior to receiving formal arithmetic instruction. Specific strategies which young children use to carry out addition and subtraction computations were also studied. Forty-three first-grade children were individually administered 20 problems representing 10 different problem types. Results showed that before receiving instruction, children: (1) can successfully solve addition and subtraction problems; (2) use solution processes which model the structural problem type; and (3) rely on a variety of counting strategies for computation. (Author/HM)

ED 175 677 SE 028 665

Syer, Henry W., Ed.

Supplementary and Enrichment Series: Mathematical Systems. SP-10.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-65

Note-50p.; For related documents, see SE 028 648-675; Contains occasional light and broken type

Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Curriculum, *Enrichment, *Instruction, Mathematics Education, *Number Concepts, *Number Systems, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials

Identifiers-*Modular Arithmetic, *School Mathematics Study Group

This is one in a series of SMSG supplementary and enrichment pamphlets for high school students. This series is designed to make material for the study of topics of special interest to students readily accessible in classroom quantity. Topics covered include a new kind of addition and multiplication, operations, closure, identity, mathematical systems without numbers, and modular arithmetic. (MP)

McKaughan, Stephen V. And Others

Basic Shop Skills in Wood, Metal, Circuits, Glass.

Boston Univ., Mass. Physical Science Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Grant-NSF-GZ-2892
Note-216p.; Photographs may not reproduce well
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Class Activities, Electronics, Glass, Higher Education, *Industrial Arts, Interdisciplinary Approach, *Laboratories, *Laboratory Equipment, *Laboratory Technology, Science Education, *Science Laboratories, Secondary Education, Sheet Metal Work, Woodworking
Identifiers-National Science Foundation

The text seeks to help students reach, through about 90 hours of class instruction, to acquire a level of competency necessary to repair a piece of laboratory equipment or construct a simple piece of equipment. Tools are introduced as needed in each of three sections of the text: (1) woodwork and metalworking; (2) electronic circuits; and (3) glassblowing. The course is intended for undergraduate, preservice science education majors and graduate students in science education. (Author/RE)

ED 175 858 SP 014 753

Polivino, Geri And Others

Basketball. NAGWS Guide, July 1979 - July 1980.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Pub Date-Jul 79

Note-126p.

Available from-AAHPERD Promotion Unit, 1201 16th St., N.W., Washington, D.C. 20036 ($2.00)

Pub Type- Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Athletic Equipment, Athletics, *Basketball, Eligibility, *Guides, *Womens Athletics

This guidebook provides the 1979-1980 updated rules and regulations for officiating women's basketball competition. Specifications regarding equipment construction, duties of officials, scoring and timing procedures, definition of playing terms, and player eligibility are provided. Step-by-step instruction for facilitating smooth and well-regulated play is included as well as brief background information on the role and function of the National Association for Girls and Women in Sport. (LH)

ED 175 350 HE 011 659

Higher Education Technical Amendments of 1979.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date-5 Aug 79
Note-36p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Students, Educational Economics, Educational Finance, Eligibility, *Federal Aid, *Federal Legislation, *Federal Programs, Financial Support, Government Role, Grants, *Higher Education, Laws, Loan Repayment, Parental Financial Contribution, *Student Financial Aid, *Student Loan Programs, Student Needs
Identifiers-*Higher Education Technical Amend 1979

Passage of the Higher Education Technical Amendments of 1979 (H.R. 4476) is recommended in this report submitted to the House of Representatives by the Committee on Education and Labor. This legislation would make technical and conforming changes in the student financial assistance programs and provide a one year extension of those programs that expire at the end of fiscal 1980. A change in the ceiling on the special allowance paid to lenders under the Guaranteed Student Loan Program is urged to avoid a substantial decline in available loans. The limitation on carry over of surplus funds in the Basic Educational Opportunity Grant Program would be waived with the passage of this legislation. Provisions that will reduce student loan defaults and facilitate the recovery of defaulted funds are also contained in the bill. This report suggests that these changes are necessary to insure that 700,000 independent students will receive the full Basic Grants for

ED 175 388 IR 007 126

Radke, Barbara Berger, Mike

Analysis of the 1977 University of California Union List of Serials.

California Univ., Berkeley.

Report No.-ULAP-78-3

Pub Date-Dec 78

Note-120p.; Prepared through the University-wide Library Automation Program

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Background, Cataloging, Computer Output Microfilm, Data Bases, Permuted Indexes, *Problems, *Program Evaluation, Program Improvement, *Serials, *Union Catalogs

Identifiers-*University of California

Findings of this detailed analysis of the problems and errors present in the 1977 University of California Union List of Serials (UCULS-77) identify four major problem areas: (1) variations in campus cataloging practices (such as choice, form, and content of entry), the existence of both brief listed and fully cataloged titles, and the presence of both successive and latest entry cataloging records, prevented the consolidation of records from the same title; (2) problems in the translation of local campus machine-readable records into the UCULS MARC-like format resulted in the creation of entries that could not consolidate correctly due to either the presence of unspecified data or the elimination of pertinent data; (3) problems were identified in matching CONSER records with UCULS records, resulting in the incorrect

ED 175 478 IR 007 652

Arsulich, Michael

An Evaluation of Services of the County Schools Professional Teachers' Library.

Pub Date-May 79
Note-65p.
Pub Type- Reports - Research (143) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Evaluation Methods, *Library Planning, *Library Programs, *Library Surveys, *Program Evaluation, Questionnaires, Special Libraries, User Satisfaction (Information), *Use Studies

A survey of users of the teachers' library at the San Diego County Department of Education was conducted to assess the level of effectiveness of the library's collection and services in four general areas: (1) professional literature and curriculum collection, (2) publications from the professional resource and development service, (3) textbook display centers, and (4) online search services. Summaries of the responses to the 120 questionnaires which were returned are provided for each of the questions. Appendices include a copy of the questionnaire and samples of several library publications: Curriculum Currents (an annotated bibliography); Noteworthy Practices (a newsletter); and selected bibliographies on competency based education in California, economic education, hemispheric dominance, education

ED 175 555 PS 010 837

Starkey, David

The Origins of Concept Formation: Object Sorting and Object Preference in Early Infancy.

Brandeis Univ., Waltham, Mass.
Spons Agency-National Institutes of Health (DHEW), Bethesda, Md.
Pub Date-Mar 79
Grant-NIH-BR-G-6664
Note-31p.; An earlier version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cluster Grouping, Cognitive Development, *Concept Formation, *Infants, Longitudinal Studies, *Sorting Procedures
Identifiers-*Object Attractiveness

Studies of concept formation in infancy have demonstrated that certain experimental settings can elicit spontaneous behavior from infants which has been called sorting'' or object grouping''. This study pursues the issue of early sorting with infants as young as 6 months, and with a broader range of stimuli than has been used previously. Forty-eight infants, eight male and eight female at 6, 9 and 12 months were

ED 175 610 RC 011 60

Goyette, Cherie A. And Others

Technical Assistance Guide for Coordination of Farmworker Programs.

Florida Technological Univ., Orlando. Div. of Sponsored Research.

Spons Agency-Department of Labor, Washington, D.C.; Florida State Dept. of Education, Tallahassee.

Pub Date-Oct 78

Grant-DOL-99-6-328-31-29

Note-47p.

Pub Type- Guides - General (050) - Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Problems, Communication Problems, Definitions, Delivery Systems, *Federal Programs, *Human Services, Interagency Cooperation, *Interagency Coordination, Interagency Planning, *Migrant Workers, Organizational Communication, *Organizational Theories, Seasonal Laborers

Written as a practical manual for human service providers at the loca level, this guide discusses the interpersonal nature of coordination, gives historical background on the problems of program coordination at the federal level, and provides a detailed checklist for implementing coordination efforts among local agencies. Proposed techniques are base on experiences of four pilot projects funded to develop effective coordination of Department of Labor programs that serve migrant and

ED 175 650 SE 027 891

Heidema, Clare Schweitzer, Janis

CSMP Mathematics for the Upper Primary Grades Part I, Teacher's Guide
Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-442p.; For related documents, see SE 027 875-893; Contains colored charts and activities which may not reproduce well; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Addition, Curriculum Development, Curriculum Guides, Elementary Education, *Elementary School Mathematics, *Instructional Materials, Integers, *Mathematical Logic, *Mathematics Curriculum, Mathematics Instruction, Multiplication, *Number Concepts, Primary Education, Set Theory, Subtraction, Textbooks, Workbooks
Identifiers-*Comprehensive School Mathematics Program

This guide represents the final experimental version of a pilot project conducted in the United States between 1973 and 1976. The ideas and manner of presentation are based on the works of Georges and Frederique Papy. They are recognized as having introduced colored arrow drawings (papygrams'') and models of our numeration system (the Papy minicomputer'') into the teaching of mathematics at the elementary and secondary level in Belgium. This program follows the spiral approach.'' This guide includes the General Introduction and The World

Pitman, Mary Anne

Contract Ethnography: A Team Documentation Approach to Educational Evaluation.

Pub Date-Jan 79
Note-21p.; Paper presented at Annual Meeting of the American Anthropological Association (Los Angeles, California, 1978)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Care Centers, *Educational Improvement, Educational Problems, Evaluation Methods, *Research Methodology, *Research Projects, Research Skills, *Student Teachers, Teacher Role, Teacher Supervision, Teaching Conditions, *Teamwork

Addressing the growing interest in qualitative research methodology, the paper describes the process and results of a team evaluation of a college day-care center. The purpose of the study was twofold: to conduct research which would provide team members an opportunity to develop skills in qualitative research methods and to assess the child care center's student teacher program. The five-member team first met with the coordinator of the center to establish the means of conducting the study, after which an abstract of the proposed study was presented. During the next three weeks team members engaged in proposal writing, methods study, or initial site visits. Fieldwork was conducted for the next five weeks. The physical and human settings of the center were documented and the roles of the lead teachers and currently placed

ED 175 787 SO 011 954

Smith, Geoffrey

Guidance Packet.

Public Schools of Choice, New Haven, Conn.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-8p.; For related documents, see SO 011 951-953
Available from-High School in the Community, 45 Nash Street, New Haven, Connecticut 06511 ($0.15)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Alternative Schools, Community Schools, Cooperative Planning, Counselor Role, Discipline, *Educational Alternatives, Educational Innovation, *Group Guidance, *Guidance, *Guidance Counseling, Guidance Functions, Guidance Personnel, Guidance Programs, Individualized Programs, Relevance (Education), Secondary Education, Student Needs
Identifiers-*High School in the Community, National Diffusion Network Programs, *Public Schools of Choice

Functions of guidance groups, the guidance counselor, the Advocacy Program, and the Guidance Committee of the High School in the Community (HSC), New Haven, Connecticut, are described. HSC, designed to provide a choice of learning environments within the public school system, serves students dissatisfied with their previous school experience. Guidance

ED 175 835 SP 014 608

Sports Skills and Conditioning: Grades K-6.

Montgomery County Public Schools, Rockville, Md.
Pub Date-79
Note-150p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Athletics, Basketball, *Elementary Education, Exercise (Physiology), *Motor Development, *Physical Education, Physical Fitness, Psychomotor Skills, *Skill Development, Soccer, Softball, Track and Field, Volleyball

The activities and terminology used in this course of study are intended to establish a more uniform and meaningful approach to the teaching of sports skills to elementary school children in the Montgomery County Public Schools. Areas of activity concentration specifically relate to soccer, volleyball, softball, and track and field. A sequential presentation of actual exercises and drills for each different type of skill is given. Distinctions are made between the objectives of individual sports in terms of desired psychomotor developmental effects, and safety notes for the supervision of each activity are included. Means of student evaluation during the operation of the program are provided. (Author/LH)

ED 175 882 TM 008 449

Watkins, John M. And Others

The Generalizability of the Matching Familiar Figures Test.

Pub Date- Mar 78
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) -- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Age Differences, *Cognitive Development, *Cognitive Tests, *Conceptual Tempo, Elementary Education, Males, Reaction Time, Scores, *Test Reliability
Identifiers-*Generalizability Theory, *Matching Familiar Figures Test (Kagan), Matching to Sample Procedure, Test Length

Generalizability theory was applied to the Matching Familiar Figures Test (MFF), an instrument commonly employed to assess reflection-impulsivity in children, in order to analyze the dependability of the MFF at four grade levels: second, third, fourth, and fifth. The MFF was individually administered to 114 boys. A completely crossed, two-facet random model design was used to provide a multidimensional framework for examining the dependability of the MFF. Coefficients of generalizability were derived from this design for the MFF error and latency scores at each grade level. Results showed that the MFF latency score was a more dependable measure than the MFF error score. In addition, the number of testing occasions made a more significant contribution to the generalizability of the MFF than the number of items. (Author/GDC)

ED 175 369 HE 011 699

Harper, Ronald L. Gonyea, Meredith A.

Cost Analysis of Ten Allied Health Education Programs.

Ohio State Univ., Columbus. School of Allied Medical Professions.

Pub Date-31 Dec 77

Grant-AH-00730-01; Pub Type- Reports - Research (143) - Reference Materials - Vocabularies/Classifications (134) - Tests/Questionnaires (160)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors-*Cost Effectiveness, Cost Indexes, Enrollment, Expenditure Per Student, *Health Occupations Education, Higher Education, *Medical Education, Occupational Therapy, Paramedical Occupations, Physical Therapy, *Program Costs, Program Evaluation, Radiology, Research Methodology, Statistical Data

ED 175 707 SE 028 695

Mathematics for the Elementary School: Selected Units E-4150. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-62
Note-151p.; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Curriculum, Elementary Education, *Elementary School Mathematics, *Fractions, Grade 4, Instruction, Mathematics Education, *Number Concepts, *Set Theory
Identifiers-*School Mathematics Study Group

This booklet consists of three units selected from the SMSG text materials for grade 4, ``Mathematics for the Elementary School.'' These three units were selected as being necessary for students about to undertake the grade 5 SMSG text materials. Chapter topics include concept of sets, sets of points, and concept of fractional numbers. (MP)

ED 175 769 SO 011 936

Economic Evaluation of New Technologies in Higher Education. N.I.E. Report Phase 1, Volume 6 of 7.

Heriot-Watt Univ., Edinburgh (Scotland). Esmee Fairbairn Economics Research Centre.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Note-245p.; For related documents, see SO 011 930-937
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Business Cycles, *Concept Teaching, Definitions, *Economic Education, *Economic Factors, *Economics, Efficiency, Exports, Foreign Policy, Higher Education, Income, Industry, International Trade Vocabulary, Labor Unions, Marketing, Money Systems, Productivity

Part of a series of instructional packages for use in college level economics courses, the document contains nine microeconomics chapters. Chapter I, Economic Concepts, Issues, and Tools,'' discusses scarcity and choice; preferences, resources, exchange, and economic efficiency; marginal analysis and opportunity cost; and different economic systems.

Aiken, James B.
Role Change (From Teacher to Teacher/Advisor).
Pub Date-Aug 79
Note-6p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Changing Attitudes, *Counseling, Counseling Effectiveness, *Counselor Role, Identification (Psychological), *Role Perception, Role Theory, Self Concept, Senior High Schools, *Teacher Role

Cognitive and operational difficulties that may ensue from the modification of teacher role into teacher/advisor role can be alleviated by the adoption of four sequential processes. Teachers and administrators involved in role change must pass through the stages of: (1) modifying the old role to include the new; (2) identifying with the new role in lieu of the old; (3) overemphasizing the new role; and (4) comfortably integrating the new role into the total constellation of roles. This conceptual process scheme will allow school personnel to successfully make role transitions with a minimum of identity confusion. (LH)

ED 175 859 SP 014 760

Fluegelman, Andrew, Ed.
The New Games Book.
Pub Date-76
Note-193p.
Available from-New Games Foundation, P.O. Box 7901, San Francisco, California 94120 ($5.25)
Pub Type- Guides - General (050)
Document Not Available from EDRS.
Descriptors-Cooperation, Creative Activities, *Games, *Physical Activities, *Play, *Recreational Activities

Noncompetitive but physically vigorous games are described. These activities are designed for two players and for large groups. (JD)

ED 175 903 TM 009 248

Myers, Barbara E. Pohlmann, John T.

The Null Hypothesis as the Research Hypothesis.

Pub Date- Apr 79
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Research, *Hypothesis Testing, Mathematical Models, *Research Design, *Statistical Analysis, *Statistical Studies, Statistics, *Tests of Significance

A procedure was developed within hypothesis-testing logic that allows researchers to support a hypothesis that has traditionally been the

ED 175 923 TM 009 567

Peng, Samuel S. And Others

Tabular Summary of the Third Follow-Up Questionnaire Data. Volume 1

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.

Report No.-NECS-79-228

Pub Date-Mar 78

Contract-OEC-0-73-6666

Note-1,449p.; For related document, see ED 143 677

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01984-1)

Pub Type- Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF12/PC58 Plus Postage.

Descriptors-Achievement, Aspiration, Data Analysis, Data Collection, Educational Attitudes, Employment, Failure Factors, *Followup Studies, *Graduate Surveys, High School Graduates, Item Analysis, *Longitudinal Studies, *National Surveys, Participant Characteristics, Postsecondary Education, Senior High Schools, *Statistical Data, Weighted Scores, Work Attitudes, Work Experience

Identifiers-*National Longitudinal Study Followup Questionnaire, *National Longitudinal Study High School Class 1972

Tabular summaries of the 153 numerical responses to the Second Followup Questionnaire items of the National Longitudinal Study of the High School Class of 1972 are presented 20,872 individuals responded. These items summarize participants' educational experiences and occupational attainments from October 1973 to October 1974; continuing or revised plans about education, training, military service, and jobs; and aspirations, attitudes, and opinions. Results are given for the total sample as well as for subpopulations defined by the following classification variables: sex, race, ability, socioeconomic status (SES), high school curriculum, geographical region, sex-by-race, sex-by-ability, sex-by-SES, sex-by-high school program, sex-by-region, race-by-ability, race-by-SES, race-by-high school program, and race-by-region. Actual and weighted subpopulation sizes are presented along with the percent distributions of responses for each item for these classification variables. The percentages are based upon valid responses only; invalid responses are defined by a standard error code and are presented separately. Responses were weighted to express results as population estimates, and to estimate the sampling reliability. (The Third Followup Questionnaire is included.) (Author/CP)

considered feasible if it shows evidence of consistency and validity. (Author/MH)

ED 175 943 TM 009 682

Ivens, Stephen H.

The Promise of CRT: Panacea or Pandora.

Pub Date-10 Apr 79

Note-11p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 9-11, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Standards, Achievement Tests, *Criterion Referenced Tests, Historical Reviews, Mastery Tests, Measurement Goals, Norm Referenced Tests, Test Construction, *Testing Problems, Test Interpretation

Identifiers-*Domain Referenced Tests, Educational Panaceas

After reviewing the history and evolution of criterion referenced tests and citing the writings of other researchers, the author summarizes the current state of criterion referenced tests. They are used to measure an individual's status with respect to a well-defined behavior domain; the behavior domain can be well-ordered, structured, or sequential; domain referenced tests are also criterion referenced; criterion referenced tests are not necessarily also domain referenced; specified performance standards are not integral to criterion referenced tests; criterion referenced tests will not replace norm referenced tests; and criterion referenced tests are a panacea, rather than a Pandora's box. (MH)

reorganization; (4) information on the economic impact of grade level reorganization including per pupil costs and cost effectiveness, and (5) descriptions of potential funding sources for a complete feasibility study and an implementation phase. Specific variables about the current Providence school system are reviewed. These include grade level organizational patterns, student enrollment and composition, staffing, transportation, citizen participation organizations, neighborhood characteristics, and student behavior. Separate profiles are provided for each school in the Providence system. (EB) general, and of Nevada in particular. A major issue addressed is the progress that has been made toward attaining equality between men and women and the barriers that still prevent full equality. A list of informational resources is included. (EB)

ED 175 987 UD 019 724

Kerr, Clark And Others

Observations on the Relations Between Education and Work in the People's Republic of China: Report of a Study Group, April 25 to May 15, 1978. Extended Version.

Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.
Pub Date-78
Note-127p.; Not available in paper copy due to institution's restriction
Pub Type- Reports - Descriptive (141) - Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Education, *Educational Philosophy, *Employment, Government Role, *Political Influences, *Work Attitudes, *Work Experience Programs
Identifiers-*China

This is a report of the observations and activities of a group of Americans who visited China to study the Chinese attempt to integrate education with work. As well as general observations by the 22 group members, accounts are included of visits made to specific schools and workplaces. In addition, the report contains a background paper on education in China, prepared by John Shea, which describes recent developments in China's educational policy, presents a chronology of major events in that country from 1949 to 1976, and provides a glossary of special words, phrases, and revolutionary slogans commonly encountered in China. Appended to the report are: (1) the study group's itinerary; (2) written questions addressed to the Ministry of Education and to the State Bureau of Labor; (3) Chinese government documentation on policies relevant to the topic of the integration of education and work; and (4) a selected bibliography. (GC)

ED 175 990 UD 019 806

A Policy Maker's Guide to Title I of the Elementary and Secondary Education Act and Its Relationship to State and Local Special Programs.

Education Commission of the States, Denver, Colo.
Pub Date-May 79
Note-126p.; Not available in paper copy due to the reproduction quality of the original document
Available from-Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295 ($6.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Compensatory Education Programs, *Educational Legislation, Educationally Disadvantaged, Elementary Secondary Education, Eligibility, *Federal Programs, *Federal Regulation, *Guidelines, Program Administration, Program Coordination, Program Development, Special Programs, State Programs
Identifiers-*Elementary Secondary Education Act Title I

This report attempts to clarify Title I requirements in order to enhance the development of new State and local special programs and the modification of existing programs in a manner that conforms to Title I rules. Five fundamental areas are addressed. These include: (1) the basic requirements contained in the Title I legal framework applicable to programs operated by local school districts and why the various requirements are necessary; (2) which State and local programs qualify for special treatment under Title I; (3) what criteria a program must satisfy in order to qualify for extra Title I funds under the new special incentive grant provision; (4) how State and local special programs can be developed to expand the number of children presently receiving compensatory education without running afoul of Title I requirements; and (5) how Title I programs which serve educationally disadvantaged children can be coordinated without running afoul of Title I recordkeeping requirements. Major points made in each of these five areas are summarized. (Author/EB)

ED 175 944 TM 009 686

Steele, Joe M.

The Assessment of Writing Proficiency via Qualitative Ratings of Writing Samples.

Pub Date-9 Apr 79

Note-10p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 9-11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Composition Skills (Literary), *Essay Tests, Evaluators, Higher Education, Performance Tests, Persuasive Discourse, *Rating Scales, *Scoring, Testing, *Test Reliability, Test Validity, Writing Skills

Identifiers-*Holistic Evaluation, *Interrater Reliability, Test Length

The College Outcome Measures Project/American College Testing Program (COMP/ACT) Writing Assessment is described, and issues of validity and reliability in the assessment of writing samples using qualitative rating scales are explored. COMP/ACT is composed of three role-playing tasks in the social sciences, natural sciences, and arts, which are recorded on audiotapes. Evaluators are chosen for their expertise in written communication. Qualitative rating scales are used to define five levels of proficiency on three broad criteria: the degree to which the writer addresses the intended audience; the development and organization of oertinent information; and the skillful use of language. Results of several studies indicated that these scales are sensitive to various levels of proficiency and can be applied in a highly reliable manner. Increasing the number of writing samples per student to three significantly increased reliability, but increasing the number of raters beyond two did not greatly enhance reliability. Use of a refined set of training materials for raters resulted in even higher levels of reliability. (The use of analytic as well as holistic rating procedures was also explored). (Author/MH)

ED 175 968 UD 019 725

Days, Drew S., III

Enforcement Executives Conference in Detroit, Michigan, Friday, June 22, 1979. Department of Justice, Washington, D.C.

Pub Date-22 Jun 79

Note-10p.

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affirmative Action, *Black Achievement, Black Attitudes, *Blacks, *Civil Rights, Court Litigation, Equal Education, Federal Government, Government Role, Public Opinion, *Racial Discrimination

This paper addresses the issue of affirmative action and emphasizes the positive aspects of the ongoing battle for racial justice. It is argued that despite pessimism, opposition, distortions, and continuing discrimination against blacks, civil rights enforcement continues to make significant progress. It is also pointed out that those individuals who criticize efforts by the Federal government and the courts to provide equal opportunities for blacks in education and other areas, fail to realize the progress that has been made since the civil rights movement began. Reference is made to specific cases in which the government or the courts upheld or clarified the civil rights of blacks and other minorities. (Author/EB)

Peng, Samuel S. Holt, Mary M.
Tabular Summary of the Second Follow-Up Questionnaire Data 2 1/2 Years After High School. Volume 1 Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-NCES-77-263
Pub Date-Aug 77
Contract-OEC-0-73-6666
Note-1,071p.; For related document, see ED 143 677; Not available in paper copy due to small print size
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01991-4)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.
Descriptors-Achievement, Aspiration, Data Analysis, Data Collection, Educational Attitudes, Employment, Failure Factors, *Followup Studies, *Graduate Surveys, High School Graduates, Item Analysis, *Longitudinal Studies, *National Surveys, Participant Characteristics, Postsecondary Education, Senior High Schools, *Statistical Data, Weighted Scores, Work Attitudes, Work Experience
Identifiers-*National Longitudinal Study, *National Longitudinal Study Followup Questionnaire

Tabular summaries of the 158 numerical responses to the Third Followup Questionnaire items of the National Longitudinal Study of the High School Class of 1972 are presented 20,092 individuals responded. These items summarize participants' educational experience and occupational attainments from October 1974 to October 1976; continuing or revised plans about education, training, military service, and jobs; and aspirations, attitudes, and opinions. Results are given for the total sample as well as for subpopulations defined by the following classification variables: sex, race, academic ability, socioeconomic status (SES), high school program, geographic region, sex by race, and cross-classification of sex and race each by academic ability, SES, high school curriculum, and region. Actual and weighted subpopulation sizes are presented along with the percent distributions of responses for each item for these classification variables. The percentages are based upon valid responses only. Invalid responses are defined by a standard error code and are presented separately. Responses were weighted to express results as population estimates, and to estimate the sampling reliability. (The Third Followup Questionnaire is included.) (Author/CP)

ED 175 991 UD 019 907

Branch, Curtis Newcombe, Nora

Racial Attitudes of Black Preschoolers as Related to Parental Civil Rights Activism.

Pub Date- 79
Note-22p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Activism, *Black Attitudes, Black Power, *Childhood Attitudes, Civil Rights, Identification (Psychological), Parental Background, *Parent Attitudes, Parent Child Relationship, *Parent Influence, Political Attitudes, Preschool Children, Racial Attitudes, *Self Concept
Identifiers-Clark Doll Test, Preschool Racial Attitude Measure II

Racial preference and racial attitudes were assessed in a group of black preschoolers between 4 and 5.5 years of age using the Clark Doll Test and Preschool Racial Attitudes Measure (PRAM) II. Parents were classified as activists or nonactivists based on their history of civil rights activism as revealed by a questionnaire. Racial attitudes of the children of activists and nonactivists, as assessed by PRAM II, were not significantly different. Results of the Clark Doll Test showed that the children of activists were significantly more likely to prefer the white doll, although a marginally significant interaction with sex suggested this was primarily true of females. Suggestions that activism has led to historical increases in black preference by black children are questioned by these data. (Author)

ED 175 945 TM 009 703

Murray, Steve And Others

Title I Technical Issues as Threats to Internal Validity of Experimental and Quasiexperimental Designs.

Pub Date-Apr 79

Note-131p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Achievement Gains, Compensatory Education Programs, *Evaluation Methods, Models, Norm Referenced Tests, *Program Evaluation, *Research Design, Research Methodology, *Research Problems, Scoring, Testing Problems, Test Validity, *Validity

Identifiers-Elementary Secondary Education Act Title I, Normal Curve Equivalent Scores, *RMC Models, *Title I Evaluation and Reporting System

Threats to the validity of the Title I Evaluation and Reporting System are covered in two parts: an annotated bibliography of reports concerned with technical issues, and a discussion of threats to validity from the reporting system in general and from each model in particular. Threats common to all three evaluation models are reported: instrumentation effects involving scaling as related to internal validity; statistical power; multiple comparisons and the error rate problem; test reliability as related to statistical conclusion validity; aptitude treatment interactions; inadequate preoperational explication of the treatment construct as related to construct validity of cause; and inadequate preoperational definition of effect construct and mono-operational bias as related to construct validity of effects. Specific problems associated with Model A, Model B, and Model C are reviewed, and suggestions are made for overcoming these problems. (MH)

ED 175 989 UD 019 726

Garcia, George F.

Educational Equity: The Iowa Approach.

Pub Date- 79
Note-6p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cultural Differences, *Cultural Pluralism, Curriculum Development, Educational Legislation, *Equal Education, Financial Support, Minority Groups, *Nondiscriminatory Education, *Racial Discrimination, *Sex Discrimination, Teacher Education
Identifiers-Iowa

There has been a recent upsurge of interest in Iowa in educational equity, particularly for minorities, women, children for whom standard English is a second language, and children with physical and mental disabilities. Political and educational sensitivity has led from a de-emphasis on defects and disadvantage to an emphasis on differences and cultural pluralism. Recognizing this, the Iowa State Board of Public Instruction has developed an approach to the achievement of educational equity that includes five components: legal equity, organizational restructuring, curriculum revision, staff training, and financial assistance. The Iowa approach to educational equity is multifaceted. It is concerned with the functional aspects of institutions, functional aspects of learners, and functional aspects of the larger society in which the educational institutions exist. (Author/RLV)

ED 175 992 UD 019 818

Duncan, Greg J., Ed. Morgan, James N., Ed.
Five Thousand American Families Patterns of Economic Progress. Volume VII.
Michigan Univ., Ann Arbor. Inst. for Social Research.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.
Pub Date-79
Note-386p.; For related documents, see ED 088 765-766 and ED 167 653-656; Not available in paper copy due to the print size of the original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Data, Economically Disadvantaged, *Economic Status, Family (Sociological Unit), Family Income, Heads of Households, *Income, *Occupational Information, *Parental Background, Social Science Research, Unemployment, Wages, *Welfare, Welfare Recipients, Work Experience, *Working Hours
Identifiers-*Panel Study of Income Dynamics

The chapters in this volume summarize and analyze the first ten years of data of the Panel Study of Income Dynamics. Mary Corcoran and Martha Hill analyzed the economic burden of unemployment among heads of households. James Morgan takes various methodological approaches in studying the determinants of the number of work hours of male heads of households and of changes in work hours. Greg Duncan proposes an empirical model of wage change. Richard Coe analyzes the determinants of food stamp use among the poor. Mary Corcoran investigates the measurement error in models of status attainment which include as predictors young men's reports about the status of their parents. Martha Hill and James Morgan focus on dimensions of occupation and describe the component characteristics of jobs and workers on those jobs and the uneven way in which the usual occupation code represent them. In addition, research going on outside the Survey Research Center using Panel Study data is summarized. A copy of the questionnaire used in the 1977 phase of the Panel Study is included. (Author/EB)

ED 175 025 TM 009 579

Taylor, Scott

Establishing Basic Skills Objectives in Massachusetts: A Survey of Public Reactions.

Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.
Pub Date-Jan 79
Note-140p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adults, *Basic Skills, Educational Assessment, *Educational Objectives, Elementary Secondary Education, *Graduation Requirements, Listening Skills, Minimum Competency Testing, Practical Mathematics, *Public Opinion, Reading Skills, Senior High Schools, Seniors, Speech Skills, State Programs, *State Surveys, *Student Reaction, Writing Skills
Identifiers-*Massachusetts

A survey was conducted in Massachusetts in October-November 1978, to determine the public's attitude toward the educational objectives proposed as part of the state's Basic Skills Improvement Policy. The objectives involved standards for graduation from high school, and covered reading, writing, listening, speaking, and mathematics. Three samples were surveyed: (1) 607 adult residents were interviewed over the telephone; (2) a questionnaire was administered to 600 selected public high school seniors; and (3) 2,857 questionnaires were mailed to 1,200 teachers, 400 principals, 283 directors of English, 283 directors of mathematics, 291 school superintendents, 200 school committee chairpersons, and 200 members of the business community. The samples surveyed agreed with the following major survey statements: significant numbers of high school students do not graduate with sufficient skills to handle everyday problems; periodic testing is the best way to test acquisition of basic skills; and all students should be able to demonstrate certain minimum skills before high school graduation. (Opinions about specific objectives, as well as respondents' comments and a summary of the results for each question, are included.) (GDC)

ED 175 970 UD 019 727

de Ortego y Gasca, Felipe

Minorities and the Quest for Human Dignity.

Pub Date-22 Jul 78
Note-16p.; Paper presented at the Town Meeting (Kansas City, Kansas, July 22, 1978)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Discriminatory Attitudes (Social), Discriminatory Legislation, Educational Discrimination, *Ethnic Stereotypes, Majority Attitudes, Mass Media, *Minority Groups, *Public Policy, *Racial Discrimination

Distorted images of American minorities are reflected in all spheres of American life, including academic and public policies. Some specific examples include: (1) Harvard's 1922 quota system for Jews, the university's pattern of white supremacy, and bias in its scholarly research; (2) the relocation of Japanese Americans during World War II; (3) the herding of Native Americans onto reservations; and (4) black slavery. In the case of the Spanish speaking population, racial caricatures are used to portray this minority group in scholarly research and members of the group continue to be inaccurately and superficially represented in literature, movies, TV, and other mass media. Stereotypes and distortions of American minorities must be replaced by positive images which reflect their real worth and their contributions to American life. (Author/EB)

ED 175 946 UD 019 230

Special Programs for Minorities and Women in Higher Education.

Council for Financial Aid to Education, New York, N.Y.
Pub Date-78
Note-48p.
Available from-Council for Financial Aid to Education, 680 Fifth Avenue, New York, New York 10019 ($4.00)
Pub Type- Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Career Education, *Educational Opportunities, Employment Programs, *Females, *Financial Support, *Higher Education, *Minority Groups, Outreach Programs, Special Programs, Work Study Programs

This volume describes and discusses numerous educational programs for minorities and women conducted and/or supported by academic and nonacademic institutions and organizations. Included are general assistance programs conducted at black, minority, and women's colleges and specific/career oriented programs supported by corporations. Information is provided concerning the types of assistance given and the purposes of specific programs. The careers toward which such programs are directed include engineering, business and business administration, insurance, medicine, dentistry, and law. An appendix of resources for additional information and an index of corporations and corporate foundations are attached. (EB)

ED 175 928 TM 009 581

The Development of a Resource Identification Instrument. Final Report.
Evaluative Research Associates, Inc., St. Louis Mo.
Spons Agency-Illinois State Office of Education, Springfield.
Pub Date- 76
Note-88p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Agencies, Educational Programs, *Educational Resources, Elementary Secondary Education, Higher Education, Human Resources, *Information Networks, Instructional Materials, Resource Centers, *Resource Units, *State Surveys, *Test Construction
Identifiers-*Illinois, *Resource Identification Survey

As part of the development of a statewide system for retrieving, coordinating, and disseminating resource information within the state of Illinois, a methodology was developed to determine the resources available in each of the existing resource units in the state. The Resource Identification Survey (RIS) was developed to meet this need. A total of seven drafts of the RIS were prepared. In addition to the RIS, two other products were completed as a result of this project a survey card to be used in collecting data for potential resource units, and the RIS Administrative Manual. (The various RIS drafts are described and appended, as is the final seven-page version of the RIS). -(GDC)

ED 175 971 UD 019 730

Cohen, Elizabeth G.

Status Equalization in the Desegregated School.

Pub Date-Apr 79
Note-45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Ability, *Black Students, *Caucasian Students, Elementary Secondary Education, Ethnic Status, Experimental Curriculum, Group Structure, *Power Structure, *Race Relations, School Integration, Social Relations, Social Status, *Student Attitudes, *Student Behavior
Identifiers-Expectation Training, Multiple Abilities Curriculum, *Status Equalization Project

The Status Equalization Project had as one of its goals the elimination of systematic white dominance on intellectual tasks in desegregated classrooms. The field experiment described in this report was designed to test the effectiveness of the Multiple Abilities Curriculum and Expectation Training in equalizing race relationships in such settings. Classrooms in three desegregated schools in three communities in the San Francisco Bay area were selected for the experiment. The design of the experiment, the procedures used, and the measurement procedures are described, and results and implications are discussed in detail. Tables provide statistical data on the experiment. (Author/EB)

ED 175 947 UD 019 249

The Attitudes of America's Youth Toward the Public Schools, 1978.

Charles F. Kettering Foundation, Dayton, Ohio.
Report No.-POS-954
Pub Date-78
Note-26p.; Data compiled with the assistance of the Gallup Poll
Available from-Charles F. Kettering Foundation, Suite 300, 5335 Far Hills Avenue, Dayton, Ohio 45429 (n.c.)
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Black Students, Caucasian Students, Demography, Elementary Secondary Education, *Public Education, *Public Schools, Racial Factors, Religious Factors, Socioeconomic Influences, *Student Attitudes, *Teenagers

This report presents the data gathered from a telephone survey of a representative national sample of 1115 teenagers concerning their attitudes toward public schools and public education. Most of the teenagers surveyed appeared to be work oriented, and 48 percent of black youths and 44 percent of white youths surveyed felt that high school students are not asked to work hard enough. In addition to the national findings for each question, the data presented are broken down into the following categories: sex, age, academic standing, occupation of chief wage earner, parent's education, race, religion, region, mother's employment status, city size, and college plans. General observations and conclusions are outlined. (EB)

ED 175 927 TM 009 638

McDaniel, Ernest

An Observation Scale for Inquiry Teaching.

Pub Date-Apr 79

Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Rating Scales, *Classroom Observation Techniques, Higher Education, *Inquiry Training, Instructional Design, Questioning Techniques, Secondary Education, *Teacher Behavior, *Teaching Styles, Test Construction, *Test Reliability, *Test Validity

Identifiers-Interrater Reliability

An instrument was developed for observing teaching behaviors related to some of the theoretical components of inquiry teaching. Four scales were designed to measure personalized planning, confrontational emphasis, transitional querying, and manipulative opportunities. Inter-rater reliability was obtained for ten taped samples of secondary social studies classes. Evidence of validity was obtained by correlating the observation ratings with independent measures of divergent and evaluative questioning and with ranking of teachers for inquiry processes. It was determined through the reliability and validity data that the observation scales were promising instruments for use in research related to inquiry teaching processes. (Author/MH)

ED 175 948 UD 019 457

Jensen, Arthur R. Inouye, Arlene R.
Level I and Level II Abilities in Asian, White and Black Children.
Pub Date- 79
Note-23p.; For a related document, see ED 080 646; Not available in paper copy due to print quality of the original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Ability, Academic Achievement, *Asian Americans, *Black Students, *Caucasian Students, *Cognitive Ability, Comparative Analysis, Elementary Education, Ethnic Groups, *Intelligence Differences

In a study in which Asian-American, white, and black children in grades 2-6 in a California school district were given a battery of tests including measures of IQ, scholastic achievement, and short-term memory, factor analysis of the tests yielded two main factors identified as Level I (memory) and Level II (general intelligence) in Jensen's system. The three ethnic groups were compared with one another on uncorrelated Level I and Level II factor scores. At every grade level, bivariate means of the three groups occupy distinctly different quadrants in the factor space. Asians and whites differ significantly on Level I but not on Level II. Asians and blacks differ significantly on Level II but not on Level I. Whites and blacks differ significantly on both Levels I and II, but the white-black difference on Level I is less than one-fourth as large as the white-black difference on Level II. A similar pattern of group differences is found for scores on tests of memory and nonverbal IQ. Scholastic achievement shows much smaller correlations with the Level I than with the Level II factor. (Author/EB)

ED 175 972 UD 019 732

Archambault, Francis X., Jr. St. Pierre, Roger G.

Some Recent Findings on Supplanting in Title I Programs.

Pub Date-Apr 79

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, *Compensatory Education Programs, *Curriculum Enrichment, *Educational Improvement, Educationally Disadvantaged, Elementary Secondary Education, *Federal Programs, *Federal Regulation, Individualized Instruction, Language Arts, Teaching Methods

Identifiers-*Elementary Secondary Education Act Title I, Title I Demonstration Study

Drawing on data collected during the Title I Demonstration Study, this report describes the extent to which Title I programs expand and improve'' the Title I student's regular curriculum. Background information is provided through an overview and discussion of the Title I legal framework and its effects on service delivery. A comparison of Title I and non-Title I services focuses on language arts instruction delivered at the elementary grade level. Taken into consideration is the amount and nature of Title I instruction. The influence of variables such as group size, type of instructor, degree of individualization, and location of instruction on student achievement, particularly in compensatory education programs, is examined. The basic conclusion reached is that districts can both comply with Federal laws and regulations and still provide services which do not necessarily expand and improve'' the regular curriculum. (EB)

ED 175 928 TM 009 666

Wilson, Donald C.

Curriculum Evaluation: A Situational Perspective. Working Paper.

Pub Date- Apr 79
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Evaluation, Educational Assessment, Educational Research, Elementary Secondary Education, Environmental Influences, *Evaluation Methods, Foreign Countries, Informal Assessment, *Interaction Process Analysis, *Interpersonal Relationship, *Research Methodology, Social Studies
Identifiers-British Columbia, Canada, *Situational Studies

Situational studies comprised one part of a multiperspective approach to evaluation of the social studies curriculum in British Columbia, Canada. Situational studies were defined as settings in which daily interactions occurred among the subjects, and were based on two suppositions; that the interaction of students and educators created social studies programs, and that individuals brought to their situations experiences and motives which influenced their views of school programs. Five settings were chosen, based on the following criteria: a cross section of elementary and secondary schools; a good mix of teachers and administrators; and pupils drawn from grades 4, 8, and 12. Evaluation methods included interviews, observation, school visitation, and mail or telephone follow-up. Implications of using situational studies include: the complementary aspect to factual testing; the appreciation of subjective impressions; and the introduction of sociological and anthropological methodologies to curriculum evaluation. (MH)

Lau, Estelle Pau-on
Lau Vs. Nichols A Turning Point in Bilingual Education.
Pub Date-79
Note-18p.; Not available in paper copy due to reproduction quality of the original document
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Biculturalism, *Bilingual Education, Bilingual Teachers, Chinese Americans, Court Cases, *Educational Legislation, *Equal Education, Non English Speaking, Spanish Speaking, *Supreme Court Litigation
Identifiers-Lau v Nichols

In the wake of the 1974 decision handed down by the Supreme Court in Lau v Nichols, there has been a burgeoning of training programs, workshops, conferences, and graduate programs in bilingual bicultural education. This paper examines some of the sources of these developments and attempts to put theory and practice into historical, cultural, and educational perspective. With this aim in mind, three points are examined: (1) factors underlying the need for bilingual bicultural education; (2) historical factors leading to Lau; and (3) some judicial and legislative bases for bilingual bicultural education. It concludes that given the extent of legislative, judiciary, and executive support on the federal and state levels, it is likely that bilingual education programs will continue to grow in size and numbers. However, if the field is to grow in terms of strength, theoreticians and practitioners must analyze the real and potential pitfalls of bilingual education. (Author/RLV)

ED 175 973 UD 019 736

Racial Isolation in the Rochester Public Schools: The Problem and What to Do About It. Special Report.

Urban League of Rochester, Inc., N.Y.
Pub Date-Apr 77
Note-57p.; Not available in paper copy due to the reproduction quality of the original document
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Board of Education Role, Community Involvement, *Educational Improvement, Elementary Secondary Education, *Integration Methods, Minority Group Children, Public Schools, *Racially Balanced Schools, *Racial Segregation, *School Integration, School Organization
Identifiers-*New York (Rochester)

This report focuses on initiatives which might be taken by the Rochester Board of Education to reduce racial isolation within the city. Information is provided about the extent of racial isolation in Rochester, the effects of isolation on student achievement, the forces behind minority group isolation, and current policies and programs undertaken to reduce minority isolation. A basic approach for improving educational opportunities for all city students and for equalizing opportunities among racial groups is then described in terms of a desegregation plan based upon consolidated attendance areas.'' Taken into account are grade organization, building utilization, financial considerations, and redistricting. Suggestions are made for developing a workable desegregation plan that utilizes community involvement. Finally, specific actions that might be taken by the Board to achieve racially balanced schools and to improve the quality of education in Rochester are outlined. (EB)

ED 175 929 TM 009 667

Hiatt, Diana Buell Keesling, J. Ward

The Dependability of Classroom Observations.

Pub Date-Apr 79
Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Classroom Observation Techniques, *Classroom Research, Classroom Techniques, Elementary School Teachers, Informal Assessment, Observation, Primary Education, Research Methodology, *Sampling, Scheduling, *Teacher Behavior, *Test Reliability, *Time
Identifiers-Generalizability Theory, Interrater Reliability

A generalizability study of timed observations was conducted in 25 primary grade classes to observe teachers' use of time for instruction, evaluation of instruction, and classroom management according to the hour and day observed. Observational methods used by on-site researchers included videotape, checklists, running documentaries, frequency counts, and continuous time allocation by category of behavior. Critical elements of classroom observation were determined to be the teacher, the situation, the occasion, and the evaluator. Teacher behavior in each of ten categories was observed: (1) clerical; (2) preparation of facilities; (3) preparation of materials; (4) planning for instruction; (5) instruction; (6) evaluating instruction; (7) classroom management; (8) supervision; (9) administration; and (10) not teaching. This study appeared to confirm results reported elsewhere: that a total of between four and six observations of teacher behavior, separated over several days, should provide relatively reliable measures of teacher behavior. (MH)

ED 175 950 UD 019 507

Bennett, Christine

Identifying Classroom Climates of Acceptance in Desegregated Schools.

Pub Date-12 Apr 79
Note-46p.; Not available in paper copy due to print quality of the original document; Paper presented at the Annual Convention of the American Educational Research Association (San Francisco, California, April 12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Black Students, Caucasian Students, *Classroom Environment, *Classroom Integration, Elementary Secondary Education, Friendship, *Integration Effects, Peer Relationship, *Race Relations, School Integration, *Social Relations, *Student Behavior, *Teacher Role, Verbal Communication
Identifiers-*Indiana (Indianapolis)

The goal of this study was to investigate the nature of classroom climates of acceptance in desegregated schools. Verbal initiations and student friendship choices across race and sex were examined in 41 seventh and eighth grade classrooms in Indianapolis, Indiana. Teachers were also interviewed and completed an attitudinal questionnaire. Factor analysis of the verbal initiation and sociometric data revealed some clear-cut patterns of interracial friendship and verbal interaction. A cluster analysis identified four distinct classroom climate types which ranged from a low to a high level of acceptance across race/sex groups. Teacher characteristics and behaviors which accompanied the different levels of interracial attraction among students were identified for each classroom climate type. (Author)

ED 175 974 UD 019 738

The Social and Economic Status of the Black Population in the United States: An Historical View, 1790-1978. Current Population Reports, Special Studies, Series P-23, No. 80.

Bureau of the Census (DOC), Suitland, Md. Population Div.
Pub Date- 79
Note-270p.; For related documents, see ED 067 431, ED 080 638, ED 094 077, and UD 015 409
Pub Type- Historical Materials (060) -- Numerical/Quantitative Data (110) - Collected Works - Serials (022)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Black Achievement, Black Education, Black Employment, *Black History, Black Housing, Black Population Trends, Black Power, *Census Figures, *Comparative Statistics, *Demography, *Economic Change, Political Influences, *Social Change

This report presents an historical review of changes in the demographic, social, and economic characteristics of the black population in the United States. The study focuses on changes which have occurred in population distribution, income levels, labor force, employment, education, family composition, mortality, fertility, housing, voting, public officeholding, armed forces personnel, and living conditions among blacks between 1790 and 1978. Most of the data are from the Bureau of the Census, with additional statistics from other Federal agencies and from private sources. Numerous tables, graphs, and charts illustrate the comparative data used in the review. (Author/EB)

Applebaum, Wayne R.

Effects of Off-Level Assignment on ITBS Grade Equivalent Scores.

Pub Date-Apr 79
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Ability, Achievement Tests, Equated Scores, *Grade Equivalent Scores, *Raw Scores, Scoring, Secondary Education, Student Testing, *Test Interpretation, *Test Selection
Identifiers-Dallas Independent School District TX, Iowa Tests of Basic Skills, *Out of Level Testing, *Rasch Scaled Scores, Texas (Dallas)

The Rasch model was used to compare the grade equivalent scores which students of equal ability would have obtained, had they taken different levels of the Iowa Tests of Basic Skills (ITBS). Raw scores on items common to levels 9-14 of the ITBS (vocabulary subtest) were obtained from 6,000 students in Dallas, Texas. Rasch scales were used to compare raw scores to ability (as defined by the model) on level 11, and to correlate grade equivalent scores of levels 9, 10, 12, 13 and 14 to level 11. The correlation was greater than .90. Severe discrepancies occurred, however, when a student's raw score was on the upper or lower end of the scale. It was concluded that when out-of-level testing is used and grade equivalent scores on different levels are considered on a single scale, test levels should be carefully assigned within the range of student ability. (CP)

ED 175 951 UD 019 537

Competency Tutoring Program. Tutor's Guide.
Public Education Association, New York, N.Y.
Pub Date-79
Note-24p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills, *Individual Instruction, Mathematics Instruction, *Minimum Competency Testing, Reading Instruction, Student Improvement, *Teaching Techniques, *Test Wiseness, *Tutorial Programs, Tutoring

This guide describes specific strategies that can be used by an adult tutor to help students prepare for the high school basic competency test in mathematics and reading. Included are test taking tips and a series of suggestions for practice work in reading and math. The use of practical materials such as newspaper advertisements and telephone bills is emphasized. Suggestions for building up a student's self-confidence are also made. Samples of test questions, answers to the questions and a tutor evaluation form are included. Listings of summer schools which provide basic competency programs and agencies which sponsor tutors are appended. (EB)

ED 175 975 UD 019 739

Quality Education for All; Report of the Education Task Force of the Urban Coalition of Minneapolis.

Urban Coalition of Minneapolis, Minn.
Pub Date-29 May 79
Note-63p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, American Indians, Blacks, *Educational Accountability, Educational Improvement, *Educational Quality, Elementary Secondary Education, Evaluation Criteria, *Minority Group Children, Nondiscriminatory Education, Parent Participation, *Public Schools, *School Administration, Spanish Speaking, Teacher Evaluation, Teacher Integration
Identifiers-*Minnesota (Minneapolis)

The quality of education for nonwhite students in the Minneapolis Public Schools (MPS) is examined in this report. Three areas are discussed: (1) student achievement; (2) evaluation of teachers, principals, and administrators; and (3) system accountability. Emphasis is placed on the accountability of the MPS to the black, American Indian, and Chicano/Latino communities. Basic problems within the MPS which have a particularly serious effect on nonwhite students are identified and briefly summarized. Recommendations are made for rectifying problems in each of the three areas. A special argument is presented for the need to improve the quantity and quality of parental involvement in the educational process. An evaluation form for tenured teachers, listings of resource persons and task force participants, and a bibliography are appended. (EB)

ED 175 931 TM 009 670

Faddis, Bonnie J. And Others

An Empirical Comparison of ESEA Title I Evaluation Models A and B.

Pub Date-Apr 79
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Tests, *Comparative Analysis, Compensatory Education Programs, Control Groups, *Evaluation Methods, Grade 9, *Models, National Norms, Norm Referenced Tests, Post Testing, Pretesting, *Program Evaluation, Reading Achievement, Remedial Instruction, Remedial Reading, Research Design, Senior High Schools, *Test Results, Writing
Identifiers-Comprehensive Tests of Basic Skills, *Elementary Secondary Education Act Title I, Local Norms, Out of Level Testing, *RMC Models

Ninth grade Elementary Secondary Education Act (ESEA) Title I evaluation results in reading and English-writing projects were compared, using the RMC Model A with local empirical norms, Model A with national interpolated norms, and Model B. The Comprehensive Tests of Basic Skills (CTBS) Total Reading and Total Language subtests were administered to assess program impact. Students were pretested out-of-level and posttested at-level. Different estimates of program impact resulted, with Model B yielding the most favorable results and Model A local norms yielding the least favorable results. (These differences are discussed in relation to the comparability of models, the appropriateness of each model for the school district tested, and the methods, the appropriateness of each model for the school district tested, and the methods that could be employed to determine the most valid measure of impact.) (Author/MH)

ED 175 952 UD 019 662

Harris, Susan L. And Others

Preparing for Dissemination; A Study of Technical Assistance for Developer-Demonstrator Projects in the NDN. Executive Summary.

Network of Innovative Schools, Inc., Andover, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.

Pub Date-Feb 79

Contract-300-78-0003

Note-17p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ancillary Services, Compensatory Education Programs, *Delivery Systems, *Demonstration Programs, Educationally Disadvantaged, *Program Effectiveness, Special Programs, *Technical Assistance, Validated Programs

Identifiers-*Elementary Secondary Education Act Title I, National Diffusion Network Programs, *Title I Support System

This paper reports on technical assistance provided to 21 exemplary Title I projects participating in a special dissemination strategy to improve educational services for disadvantaged students. The dissemination strategy is outlined, and descriptions are given of the participating projects. The types of technical assistance and support services, and the ways in which they were delivered by the Support System are analyzed. Also discussed are variations in the services provided, factors which influenced the delivery and use of the assistance, and the effects of these services on the 21 projects. Conclusions regarding the effectiveness of the project are drawn, and recommendations are made for continuing and improving the delivery of technical assistance. (EB)

ED 175 976 UD 019 740

Hurh, Won Moo Kim, Kwang Chung

Social and Occupational Assimilation of Korean Immigrants in the United States.

Pub Date-79

Note-34p.; Not available in paper copy due to author's restriction; Paper prepared for the Annual Meeting of the Association for Asian Studies (Los Angeles, California, March 30-April 1, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Acculturation, *Economic Factors, *Equal Opportunities (Jobs), *Ethnic Relations, Intergroup Relations, *Korean Americans, Occupational Mobility, Social Discrimination, *Social Integration, Social Mobility

In the past the economic dimension of ethnic assimilation has usually been studied in terms of occupational discrimination. This paper argues that the economic dimension of ethnic relations can best be studied through a broader theoretical framework: occupational assimilation. Occupational assimilation includes the entire process involved in the minority member's occupational career, such as opportunity for job information acquisition, job entry (hiring standard, screening process), internal allocative practices (initial position, mobility cluster, on-the-job training opportunity, job evaluation), monetary and non-monetary compensation, and chance of inter-organizational mobility. A case study of Korean immigrant workers in the Chicago area appears to support the above theoretical contention. In short, social and occupational assimilation are mutually interdependent. Implications of the findings are discussed, and directions of future studies in this area are suggested. (Author)

Smith, Victor A.

The Evaluation of Arts in Education Demonstration Sites in Indiana.

Pub Date-Apr 79
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Attitudes, *Art Education, *Curriculum Development, Elementary Secondary Education, Evaluation Methods, *Fine Arts, Music Appreciation, Parent Attitudes, *Program Attitudes, *Program Development, *Program Evaluation, Student Attitudes, Teacher Attitudes, Theater Arts, Visual Arts
Identifiers-Indiana Comprehensive Plan for Arts in Education

The evaluation design and findings for nine demonstration school participating in the Indiana Comprehensive Plan for the Arts in Education are reviewed. Each school developed a quality arts education curriculum and shared their approaches with affiliated schools in their networks. The program evaluation design focused on program implementation and results, and attempted to answer two questions: (1) how well was each program implemented; and (2) what impact did the arts program have on arts-related attitudes of teachers, students, administrators, arts specialists, and parents. Both attitude questionnaires and descriptive information, gathered by observation and teacher interviews, were used to gather data. Findings indicated that the program had been implemented to a significant degree in most sites; that there were no significant attitudinal changes in administrators, arts specialists, parents, and students; and that classroom teachers were the group most influenced by the program. Recommendations to strengthen the program included: joint planning time among teachers; arts specialists, curriculum specialists or administrators; stronger commitment and more school support for the program; expanded in-service workshops; and a longitudinal study to trace the program impact over several years. (MH)

ED 175 953 UD 019 671

Tominberg, Larry And Others

Students' Centennial Reader: Boys and Girls High School.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

Pub Date-Mar 79

Note-143p.; For related documents, see UD 019 669-670; Not available in paper copy due to institution's restriction

Pub Type- Guides - Classroom - Learner (051) - Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational History, High Schools, High School Students, *Institutional Characteristics, *Instructional Materials, Reading Comprehension, School Recreational Programs, Secondary Education, *Social History, *Urban Schools

Identifiers-*New York (Brooklyn)

This volume contains a series of stories and related questions about famous graduates of Boys and Girls High School and about some high points in the school's 100 year history. Brief biographical sketches are provided for Shirley Chisholm, Isaac Asimov, and other individuals who graduated from the school. Other readings describe various aspects of the school's growth and development, its athletic program, its student body, its administration and educational policies, and its reaction to various social conditions at different points in history. The questions following each reading deal with vocabulary and comprehension. An answer key for the questions is provided. (EB)

ED 175 977 UD 019 741

The Community Educator's Handbook.

National Urban League, Inc., New York, N.Y.
Spons Agency-Food and Drug Administration (DHEW), Washington, D.C.
Pub Date-Jan 79
Contract-223-76-8250
Note-150p.; Not available in paper copy due to institution's restriction
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Community Education, Educational Planning, Educational Policy, Educational Practice, Educational Programs, *Educational Strategies, *Minority Groups, Needs Assessment, *Nondiscriminatory Education, Outreach Programs, *Policy Formation, Program Evaluation
Identifiers-Neighborhood Youth Consumer Education Project

This book describes a number of principles, strategies, and techniques which may help community educators become more effective in providing education to blacks and other minorities. Emphasis is placed on communication materials and methods that were found to be most effective in the development and implementation of the Neighborhood Youth Consumer Education Project (NYCEP). Specific topics addressed include human relations, presentation, planning, management, production, community outreach, needs assessment, evaluation, and creative thinking. Each of these topics is broken down into components that must be considered by the community educator in order to be effective in his/her role. Appendices include a community project evaluation plan, a glossary of terms, a suggested reading list, and a cross reference index. (Author/EB)

ED 175 954 UD 019 672

Preliminary Report on Transitional Classes, New York City Public Schools.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date-Feb 79
Note-15p.; Parts of some pages may be marginally legible due to print quality of the original document; Not available in paper copy due to institution's restriction
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Attendance, *Compensatory Education Programs, Elementary Education, Instructional Programs, Parent Participation, Program Costs, *Program Effectiveness, Student Attitudes, *Transitional Classes, *Underachievers
Identifiers-*New York (New York), *Transitional Class Program

The Transitional Class Program is a joint effort of the New York City Board of Education and the Community School Districts to provide a positive learning experience for children in their early school years who have fallen behind their peers. This preliminary report describes the program and examines its impact on student attendance. Student attitudes toward the program, staff development, program administration, and program costs are also discussed briefly. It is concluded that despite some problems with supply shortages and low parent participation, the program is responding well to the needs of underachievers. (EB)

ED 175 978 UD 019 743

Stack, Carol B.

Epaminondas and His Auntie'': Parenting and Family Impact.

Pub Date- 78

Note-21p.; Paper presented at the National Institute of Education conference on Parents as Educators'' (November 19-21, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Blacks, *Educational Improvement, Educational Needs, *Educational Opportunities, Educational Problems, Elementary Secondary Education, Family Life, *Family School Relationship, *Intervention, *Low Income Groups, *Minority Group Children, Outreach Programs, Parent Student Relationship, Socioeconomic Influences

This paper assesses the impact of family life on education and the response of low income families to schools and intervention programs. The influence of social and economic factors on childrearing practices and family relationships, particularly among low income blacks, is discussed. Special attention is given to the role of parents as the primary educators of their children, and the potential impact of intervention programs on this role. It is pointed out that both active (Head Start, Follow Through) and passive (Competency Testing) intervention approaches assume that there is something wrong with the family and that this assumption compounds educational and family problems. In addition, evidence is presented to show that neither active nor passive intervention programs alter the caste-like barriers to social mobility for poor families. It is concluded that parenting programs and home based interventions often undermine the strengths and competencies of low income parents and that steps should be taken to provide remediation within the classrooms rather than in the homes. A model program for achieving such a goal is presented. (Author/EB)

ED 175 933 TM 009 672

Forgione, Pascal D., Jr. And Others

Evaluation of Compensatory Education Programs: Problems, Promising Strategies and Recent Trends.

Pub Date-Apr 79

Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Achievement Tests, *Case Studies, Comparative Analysis, *Compensatory Education Programs, Educational Trends, *Evaluation Methods, Federal Programs, Feedback, Models, *Program Evaluation, *School Districts, *State Departments of Education

Identifiers-Elementary Secondary Education Act Title I, *Title I Evaluation and Reporting System

A comparative case study to evaluate the administration of Elementary and Secondary Education Act (ESEA) Title I programs was conducted in eight state departments of education and 32 school districts. Interviews were supplemented by review and analysis of documents and available data at each site. General findings included: (1) evaluation was primarily considered to mean achievement testing; (2) evaluation was unrelated to other administrative activities, such as program design or change; and (3) attention was focused on evolving sophisticated evaluation techniques rather than on using test results. Some promising evaluation techniques were used by a few school districts: establishing objectives against which to evaluate the Title I program; conducting a study of the instructional process within the Title I program; and attempting to institute a content, input, process, and product (CIPP) evaluation model. (Implications of this case study findings for other federally funded educational programs were discussed, as well as the Title I Evaluation and Reporting System). (MH)

ED 175 955 UD 019 681

Porter, John W.

Redesigning the Role of Public Education to Assure Equality, Equity and Excellence.

Pub Date-10 Jul 79

Note-24p.; Paper prepared for the CEMREL National Conference (Madison, Wisconsin); Not available in paper copy due to the reproduction quality of the original document

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Black Education, *Change Strategies, *Educational Change, *Educational Quality, Elementary Secondary Education, *Equal Education, Federal Government, Government Role, *Public Schools, Social Change, State Government, Technological Advancement

Identifiers-Michigan

Drastic reform of the nation's public education system is called for in this paper. It is argued that technological advances and social changes in the past quarter century have given schools a new role and purpose, particularly with regard to the education of blacks. Specific changes which have been implemented in the Michigan Public Schools are cited as examples for the direction that public education should take toward providing equal and quality education for all students. Actions that should be taken by State and Federal governments to achieve such a goal are outlined. (Author/EB)

ED 175 979 UD 019 744

Chang, Florence

Responding to Chinese-American Children.

Far West Lab. for Educational Research and Development, Berkeley, Calif.
Pub Date-73
Note-71p.; Not available in paper copy due to the reproduction quality of the original document; Two maps have been deleted due to reproduction factors
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Characterization, *Childrens Books, *Chinese Americans, *Chinese Culture, Cross Cultural Training, Cultural Background, Elementary Secondary Education, Ethnic Distribution, Ethnic Stereotypes, *Social Discrimination, *Teacher Education, Teacher Improvement, *Teacher Response, Textbook Bias
Identifiers-California (San Francisco)

This guide is designed to help teachers gain an insight into the background and culture of Chinese American students. Three articles describing the Chinatown community in San Francisco focus on problems which are characteristic of Chinese American communities throughout the United States. The appendices that follow provide statistics about population in San Francisco and in other cities of the U.S. In addition to the articles and statistical data, the paper reports on a workshop held to analyze portrayals of Chinese and Chinese Americans in children's books. Two annotated bibliographies, one of general works about Chinese Americans in the U.S., and the other of children's books which depict Chinese and Chinese American culture in a realistic manner, are included. (Author/EB)

ED 175 934 TM 009 673

Strand, Theresa

Formative Evaluation of an ESAA-Funded Television Pilot Program on Desegregation.

Pub Date-Apr 79
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cultural Awareness, *Educational Television, Evaluation Methods, *Formative Evaluation, Integration Effects, *Pilot Projects, *Program Evaluation, Racial Attitudes, *School Integration, Secondary Education, Student Reaction

Funded by the Emergency School Aid Act (ESAA), a television series on high school desegregation, ``As we see it,'' was developed by the Chicago, Illinois public television station, WTTW-TV. The series was intended to improve understanding of social issues relating to desegregation among racially and ethnically diverse groups, and was developed with the help of student co-producer teams. The pilot program for this series was field tested on a nationwide sample of 1,245 high school students. A variety of methods were used to collect data, including a literature search; content analysis of the pilot program and of program objectives; observation of teenage audiences' behavior while viewing the program; written questionnaires; interviews with students and teachers after viewing; and followup interviews held several weeks later. The data were used to evaluate the series' appeal, students' attention, increased acceptance of cultural differences, and cognitive gains. Results indicated the potential of the series for instructional purposes and for assisting school districts concerned with desegregation. (Detailed descriptions of two segments ``Graduation Flashbacks'' and ``Charlie Brown'' are included). (GDC)

ED 175 956 UD 019 682

Wolfe, Barbara L.

Impacts of Disability and Some Policy Implications. Discussion Papers No. 539-79.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Report No.-IRP-DP-539-79
Pub Date-Apr 79
Note-65p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Blacks, Caucasians, *Disadvantaged Groups, Economically Disadvantaged, *Educational Opportunities, Educational Programs, *Employment Opportunities, Females, *Income, Job Training, Low Income Groups, Minority Groups, *Physically Handicapped
Identifiers-Current Population Survey

Using data from the 1977 Current Population Survey, this paper examines the impacts of disability on wages, labor force participation, education, and marital status. Taken into consideration are the definitions applied to the disabled, characteristics shared by the disabled, and the participation of this group in public and private transfer payment programs. Also considered are race, age, and sex variables and the implications of regional differences. Findings indicate that the disabled are likely to have less education, lower wages, work fewer hours, less likely to have employment, less likely to be married, and more likely to be below the poverty line, even when receiving payments in transfer programs, than the nondisabled. Findings also indicate that those who are nonwhite and/or female are even further diadvantaged. It is concluded that better transfer payment programs and/or education and training programs may be needed to alleviate the conditions of the disabled and reduce the poverty population. (Author/EB)

ED 175 980 UD 019 745

Cooper, Bruce S.

Turning Points in Educational Policy Implementation; An Analytic History of the Response to Educational Needs Project, 1968-1978.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Desegregation Studies Div.

Pub Date-1 May 79

Grant-NIE-P-78-0070

Note-330p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Basic Skills, Community Attitudes, *Community Control, Curriculum Development, *Educational Improvement, *Federal Programs, *Federal Regulation, Inservice Programs, Paraprofessional Personnel, Program Administration, Relevance (Education), *School Community Relationship, Teacher Education, Urban Education

Identifiers-*Anacostia Community School Project, District of Columbia (Anacostia), *Response to Educational Needs Project

The purpose of this study is threefold: to recount the history of the Anacostia Community School Project (later renamed the Response to Educational Needs Project) in Washington, D.C. between 1967 and 1978; to analyze the events of the period in light of theories of historiographic and social scientific developments; and to provide lessons from the history that will be useful to policymakers in government, schools, and public interest groups. The study is arranged chronologically, with each successive chapter covering a cluster of relevant events. The author discusses: (1) the history of urban education; (2) the dynamics of organizational change; and (3) some alternative strategies. The project's birth, implementation, and change are discussed in detail. The project's goals included reviving the interest of citizens in their schools, retraining teachers, revising the curriculum to make it more relevant, providing marketable skills to students, allowing students to self pace their learning, and serving a section of the city where need was greatest. The ultimate demise of the project after 11 years was due to a number of factors including: (1) the lack of money; (2) the loss of community enthusiasm; (3) the resentment of the D.C. school personnel; and (4) the loss of a constituency. (Author/RLV)

Bergquist, Constance C.
Framework for Relating Auditor Reliability to Information Uses.
Pub Date-Apr 79
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, *Federal Aid, *Information Utilization, Models, Program Administration, Program Content, *Program Evaluation, *Reliability, Research Utilization, State Programs
Identifiers-*Audits, Discrepancy Evaluation Model, Elementary Secondary Education Act Title IV C, Florida

A framework is presented that relates concepts of audit reliability to the uses of information gathered from a discrepancy program audit of Elementary and Secondary Education Act Title IV-C programs in Florida. Three issues are addressed: (1) the meaning of reliability in relation to the audit process; (2) the importance of reliability of auditor judgments in a program auditing system; and (3) the minimum level of interjudge reliability necessary in an audit. The first dimension of the audit framework is audit content areas of program development and management for which quality control is essential including management; development; demonstration; developmental evaluation; and demonstration evaluation. The second dimension identified five considerations which determine the relationship among the audit's content areas and auditor reliability; purpose in auditing the content area; uses of audit information; possible sources of unreliability; importance of reliability for the content area; and level of reliability necessary for the content area. (Each of these components is explained, and illustrations from Florida's system of auditing federally funded Title IV-C programs are provided). (GDC)

ED 175 957 UD 019 687

Sanchez, Alberto R., Comp.

Chinese Culture in the United States of America; An Annotated Bibliography.

California State Univ., Sacramento. Cross-Cultural Resource Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 77
Note-72p.; For related documents see UD 019 683-688
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Chinese Americans, *Chinese Culture, Cross Cultural Studies, Cultural Background, Ethnic Studies, Immigrants

Materials on the Chinese in the United States are listed and briefly reviewed. Works cited include bibliographies, general literature on the origin of Chinese culture and on the Chinese in the United States, and specialized works dealing with various aspects of Chinese American life. Entries for these specialized works are listed under the following topics: (1) history of Chinese immigration to America; (2) social structure of the Chinese in the United States; (3) psychology; (4) education; (5) social dynamics; (6) race and ethnic relations; and (7) contributions and achievements. An additional nonannotated list of works is also provided. (Author/EB)

ED 175 981 UD 019 746

Hymes, Jody

New Teaching Materials in Asian Studies 1978-79.

Pub Date-79

Note-10p.; Document prepared for a panel presentation at the annual meeting of the Consortium on Asian Studies in Education (Los Angeles, California, 1979)

Pub Type- Reference Materials (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Asian Americans, *Asian Studies, *Audiovisual Aids, *Exhibits, *Instructional Materials, *Teaching Guides

The document lists new materials on teaching Asian studies. It also lists sources for obtaining them. Materials listed include audiovisual materials, bibliographies, curriculum materials and teachers guides, and multi-media kits. Areas covered include Asian-Americans, Asia in general, and specific regions and countries of East, South and Southeast Asia. Also covered is information on travel opportunities to China and exhibits available in the United States dealing with Asian-Americans and Japan and China. (Author/RLV)

ED 175 936 TM 009 675

Turnbull, William W.

Intelligence Testing in the Year 2000.

Pub Date-Apr 79

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Measurement, Cognitive Processes, Educational Trends, Elementary Secondary Education, *Intelligence Factors, Intelligence Quotient, *Intelligence Tests, Labeling (of Persons), Native Speakers, Neurological Organization, Norms, *Prediction, Psychoeducational Processes, Skill Development, Testing Problems, Test Results, Test Validity

Reflections on past and future uses of intelligence tests are presented. Three current approaches to intelligence tests are described: (1) neural efficiency, which relates the speed or quality of functioning of the neural system to test results; (2) information processing cognitive micro-processes used in solving test items; and (3) psychoeducational, which relates classroom phenomena and test content. In projecting the future of intelligence testing, suggestions are made to discard the term IQ; to use commonly understood words; and to label specific skills by the content being tested, such as addition'', rather than quantitative skills.'' Predictions on the future of intelligence tests involve the reporting of separate scores, each of which reflects a distinct ability; use of a different standard of measurement, rather than the IQ ratio; and a reporting system which will have greater educational value. Measuring the development of separate skills rather than an aggregate is recommended, as well as constructing tests related to classroom instruction that are designed to measure specific skills as they develop over the years. Comparable tests of the same abilities which measure children's competencies in the dominant language, as well as in the language of instruction, are also recommended. (MH)

ED 175 958 UD 019 688

Connor, John W., Comp.
Japanese Culture in the United States of America; An Annotated Bibliography.
California State Univ., Sacramento. Cross-Cultural Resource Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 77
Note-45p.; For related documents see UD 019 684-687
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Anthropology, *Bibliographic Citations, Cross Cultural Studies, Cultural Background, Immigrants, *Japanese American Culture, *Japanese Americans

This bibliography describes and briefly reviews, from an anthropological perspective, books and articles on the Japanese in the United States. Works cited include: (1) bibliographies; (2) general studies on Japanese Americans; (3) works dealing with the cultural heritage of the Japanese immigrant generation; (4) literature on the Japanese experience through World War II; and (5) studies of the contemporary experience of Japanese Americans. (Author/EB)

Bell, Raymond And Others
Correctional Education Programs for Inmates. National Evaluation Program Phase I Report. Series A, Number 22.
Lehigh Univ., Bethlehem, Pa. School of Education.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Jun 79
Grant-76-NI-99-0126
Note-134p.
Pub Type- Reports - Research (143) - Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adult Education Programs, *Correctional Education, *Educational Programs, Financial Support, Inservice Programs, Instructional Programs, *Prisoners, Program Administration, *Program Evaluation, *Program Improvement, *Rehabilitation Programs, Work Experience Programs

According to this report on the results of a 1977 survey of 163 correctional education programs throughout the United States, the general state of education in correctional institutions has improved, but funding is a major problem that is reflected in the quality of administration, lack of resources, and inability to offer meaningful programs on a continuing basis. The conflict between custodial and treatment functions in some institutions is found to have a negative influence on the work of the corrections educator. It is concluded that improvements must be made in the area of program evaluation, that the relationship between work and educational programs needs to be clarified, and that prison administrators must emphasize the importance of education to rehabilitation. Information concerning program funding, administration, resources, materials, program design and evaluation, and relation to work programs is provided, and a bibliography and a chart showing inmate flow through a generalized education program are included. (Author/EB)

ED 175 959 UD 019 703

Danziger, Sheldon And Others

The Urban Impacts of the Program for Better Jobs and Income. Discussion Papers No. 538-78.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Report No.-IRP-DP-538-78
Pub Date-15 Aug 78
Note-47p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Depressed Areas (Geographic), Economic Disadvantagement, *Employment Opportunities, *Federal Programs, Geographic Regions, Guaranteed Income, *Income, Program Content, Public Service Occupations, Racial Segregation, Residential Patterns, State Federal Aid, *Urban Areas, *Welfare Services
Identifiers-*Program for Better Jobs and Income

The urban impacts of the Program for Better Jobs and Income, the recent but unsuccessful attempt to reform the welfare system, are analyzed in this paper. The proposed results of this program indicate that these urban impacts would have been minimal, but consistent with an urban policy that seeks to improve the economic viability of distressed urban areas. The program would have reduced the incidence of poverty, reduced income disparities among individuals and among urban areas, reinforced current regional growth trends, and concentrated fiscal relief on States now making relatively high welfare payments. While it would have distributed public service jobs toward urban areas with low per capita income, it would have failed to target them toward areas with the most serious unemployment problems. (Author/GC)

ED 175 937 TM 009 676

Dowaliby, Fred J. McKee, Barbara G.

Item Format and Deaf Students' Ratings of Classroom Instruction: A Comparative Analysis.

Pub Date-Apr 79

Note-58p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Average Students, *Check Lists, College Students, *Course Evaluation, *Deaf, Evaluation Criteria, *Factor Structure, Handicapped Students, Postsecondary Education, Questionnaires, *Rating Scales, *Student Evaluation of Teacher Performance

Identifiers-*Likert Scales

Two questions were addressed: the clustering pattern of postsecondary deaf students' ratings of classroom instruction compared to the ratings of hearing students, and the relative merits of a checklist format versus a Likert response format. Seven principal factors related to classroom instruction were evaluated: (1) practical gain, or course usefulness; (2) instructor enthusiasm; (3) workload/difficulty; (4) personal gain; (5) negative affect; (6) clarity of organization; and (7) clarity of student responsibilities. It was concluded that deaf postsecondary students considered several factors in rating instructors and that these factors were similar to those reported in studies using hearing students. It was also found that the Likert response format was preferable to the simple checklist format. The Likert form was more easily interpreted, accounted for a greater proportion of the total variance, and yielded more reliable factor scale scores. (MH)

ED 175 983 UD 019 748

The National Project and Task Force on Desegregation Strategies DSP.

Education Commission of the States, Denver, Colo. National Project and Task Force on Desegregation Studies.
Pub Date- 79
Note-12p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ancillary Services, Elementary Secondary Education, *Government Role, Information Services, *Integration Methods, Leadership Responsibility, Public Policy, *School Integration, *State Action, State Government, State Programs, Technical Assistance

This booklet lists and discusses different approaches that States can take in order to provide leadership in school desegregation. Emphasis is placed on the services provided by DSP that can help States assume a major responsibility for achieving school desegregation. Two services provided by DSP are described: a clearinghouse of information on State laws, regulations, policies and programs; and a technical assistance program which is designed to offer States concrete assistance in developing desegregation policies and programs. (Author/EB)

ED 175 960 UD 019 704

Supreme Court of the United States, Syllabus. Columbus Board of Education Et Al. v. Penick Et Al. Certiorari to the United States Court of Appeals for the Sixth Circuit. No. 78-610.

Supreme Court of the U. S., Washington, D.C.
Pub Date-2 Jul 79
Note-82p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Board of Education Policy, Board of Education Role, Constitutional Law, *Court Cases, Elementary Secondary Education, *Public Schools, Racial Discrimination, *Racial Segregation, *School Segregation, *Supreme Court Litigation
Identifiers-*Board of Education v Penick, Ohio (Columbus)

This syllabus records the opinion of the Supreme Court and the concurring and dissenting opinions expressed by Supreme Court justices in this case. The opinion recorded upholds the charges brought in 1973 by students in the Columbus, Ohio school system that the Columbus Board of Education was causing and perpetuating racial segregation in the public schools, contrary to the Fourteenth Amendment. Related court cases and specific instances of racial segregation and nonsegregation policies and activities are discussed in the various opinions. (EB)

ED 175 938 TM 009 677

Mauldin, Michael A. And Others

Language Assessment Procedures for Identifying LESA Students.

Pub Date-Apr 79

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Language-English; Spanish

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, Bilingual Students, Elementary Secondary Education, *English (Second Language), *Identification, Informal Assessment, *Language Proficiency, Language Programs, Language Tests, Mexican Americans, Non English Speaking, *Screening Tests, *Spanish Speaking, Student Evaluation, Testing Problems

Identifiers-Houston Independent School District TX, Texas (Houston)

Language assessment procedures developed by the Houston Independent School District were undertaken to identify limited-English-speaking-ability (LESA) students, mostly Mexican-Americans, for bilingual instruction. Six phases of program development were included: (1) goals, policies and procedures; (2) language assessment; (3) instructional programs; (4) recruitment and hiring of bilingual teachers; (5) staff development; and (6) community involvement. A six-step language assessment procedure was implemented: a parent survey; identification of LESA students needing further assessment, using achievement test scores; a teacher survey; identification of students with English language deficiencies, using the Language Assessment Scales; enrollment in bilingual programs; and testing students for placement in the bilingual program. It was found that assessing proficiency in English and the home language, including frequency and patterns of usage in each language and language achievement, helped to overcome some of the weakensses in the identification procedures. (Appendices include the Parent Survey of Home Language English and Spanish versions, and the teacher Survey of Student Language). (MH)

ED 175 981 UD 019 706

Bell, Derrick A., Jr.

Legal Analysis; Trends in School Desegregation Law, No. 2, December, 1978.

Education Commission of the States, Denver, Colo. National Project and Task Force on Desegregation Studies.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Note-13p.; Not available in paper copy due to the print format of the original document

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Court Cases, Educational Improvement, Educational Opportunities, Educational Quality, Elementary Secondary Education, *Equal Education, *Integration Effects, *Integration Litigation, Minority Group Children, *Racially Balanced Schools, *School Integration, School Segregation, Urban Schools

This paper reviews numerous court cases which have dealt with desegragation and discusses the impact these have had on the educational opportunities of urban, minority children. Particular attention is given to the failure of desegregation efforts to achieve stable racial balances in urban school districts. Attempts by the courts to deal with this problem are described, and specific strategies used by various school districts to implement court decisions and improve racial balance in their schools are discussed. In addition, attention is given to improvements made in the quality of education in schools attended predominantly by minority children. It is concluded that judicial support and oversight are needed to guarantee effective education for minority children in mainly minority schools. (Author/EB)

ED 175 984 UD 019 749

de Groot, Jane, Ed.

Education for All People: A Grassroots Primer.

Institute for Responsive Education, Boston, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Contract-400-76-0115
Note-169p.; Guide prepared through the Program on Educational Policy and Organization
Available from-Institute for Responsive Education, 704 Commonwealth Avenue, Boston, Massachusetts 02215 ($3.95)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Citizen Participation, *Community Involvement, *Educational Change, *Educational Policy, Elementary Secondary Education, Financial Support, *Information Sources, National Organizations, National Programs, *Parent Participation, Public Schools

This book provides information about national organizations which can help parents, citizens, and grassroots organizations become more directly involved in educational policymaking. Emphasis is placed on how and where to get information and the kinds of information needed. Relevant information is provided for the following topics: (1) public schools; (2) parent and student rights; (3) special education; (4) bilingual education; (5) food, health, and safety in schools; (6) school desegregation; (7) how to evaluate a school; (8) how to help a child at home; and (9) getting funds. Chapters on each of these topics also recommend specific publications and resources for further information and help. Also included are sections on Federal programs, minority news media, and a listing of various topics of concern to grassroots people. A Tool Kit'' contains a list of hotlines for families and children in crisis; samples of letters to principals, school boards, and other officials; checklists for evaluating schools; practical suggestions for dealing with school officials; and other tips for concerned citizens. A directory of national organizations which help grassroots groups is provided. (Author/EB)

ED 175 962 UD 019 710

Sosin, Michael

Juvenile Court Commitments: The Role of Organizational Factors. Discussion Papers. No. 533-79.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date- 79
Note-39p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Characteristics, Corrective Institutions, *Court Litigation, *Delinquency, *Delinquents, Institutionalized Persons, *Juvenile Courts, Organization, Prisoners, *Socially Deviant Behavior, *Youth Problems

This paper examines the impact of organizational factors on the rate at which juvenile courts commit referred youth to institutions. Analyzing a national sample, the paper demonstrates that both the rate at which cases are handled informally and the rate at which judges commit those youth who appear before them independently influence the overall commitment rate. It also discovers determinants of each of these two components of the commitment rate. The data support a view which stresses social and power processes, and not administrative rationality. Implications of the results for the analysis of juvenile courts and of public legal institutions in general are presented. (Author)

ED 175 985 UD 019 752

Liveritte, Rudy H.
Investigative Procedures of the Office for Civil Rights.
Idaho State Dept. of Education, Boise.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Feb 79
Note-33p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Civil Rights, Elementary Secondary Education, *Equal Education, *Investigations, *Nondiscriminatory Education, Public Education, Racial Discrimination, School Administration, *School Responsibility, Sex Discrimination, Student Rights
Identifiers-*Idaho, *Office for Civil Rights

The information presented in this booklet concerns both the procedures used by the Office for Civil Rights (OCR) to investigate complaints of discrimination in the public schools (specifically those in Idaho), and the rights of local school people who become involved in such an investigation. An overview of the investigative process and detailed information about each of the steps involved in the process are provided. The responsibilities and legal rights of Idaho school administrators involved in an OCR investigation are described. Taken into consideration is the potential impact of an investigation on the school district. A list of records that might be requested of a district by the OCR as a first step in a compliance review is included. (EB)

ED 175 939 TM 009 678

Lerner, Barbara
Minimum Competence and Maximum Choice.

Pub Date-11 Apr 79
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Failure, *Academic Standards, Basic Skills, Diagnostic Tests, *Educational Mobility, Educational Problems, Elementary Secondary Education, *Minimum Competency Testing, Performance Factors, *Remedial Instruction, Student Teacher Relationship, Teacher Role, *Testing Problems

The charge that minimum competency testing provides diagnosis without treatment is refuted. The movement has made no attempt to dictate course content or teaching methods; it leaves treatment decisions to individual teachers. Treatment can be defined only in relation to a problem. The problem, as minimum competency advocates implicitly define it, is that the community, especially teachers, has not supported the standards embodied in the tests. Teachers can support standards by devoting more time to teaching basic skills; evidence suggests that class time correlates strongly with basic skills mastery. Both advocates and critics of minimum competency testing are struggling with the problem of academic faulure. Research suggests that the client-therapist relationship is critical to success or failure in psychotherapy, not the method. It is hypothesized that the personal characteristics of teachers and students, the appropriateness of the match between them and the social milieu in which they operate is critical to basic skills mastery. Teachers and students should thus have the option to transfer from schools they did not or would not choose. (CP)

ED 175 963 UD 019 713

Scott, Elois M. Skeen

Buffalo Public Schools Spanish-English Program Evaluation 1976-1977.

Pub Date- 79
Note-14p.; For related documents see UD 019 673-676 and UD 019 711-712
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes, Admission Criteria, *Bilingual Education, Bilingual Teacher Aides, Bilingual Teachers, *Compensatory Education Programs, Elementary Secondary Education, Inservice Programs, *Language Programs, Parent Participation, *Program Effectiveness, *Teacher Attitudes
Identifiers-Elementary Secondary Education Act Title I, New York (Buffalo)

Interview questions asked of bilingual personnel, building principals, and regular classroom teachers regarding the effectiveness of the program are listed, and their responses are discussed. Topics addressed include student selection and eligibility requirements, bilingual teacher aide and social worker helpfulness, teacher cooperation, inservice program usefulness, instructional materials, parent participation, and recommendations for program improvement. Additional observations are outlined and specific strategies for improving the effectiveness of the program are recommended. A summary concludes that the program has been successful and should be continued. (EB)

ED 175 986 UD 019 753

Nelson, Kathryn P.

Recent Suburbanization of Blacks: How Much, Who, and Where?

Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.
Pub Date-Feb 79
Note-42p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Blacks, Educational Background, Employment Opportunities, Housing Opportunities, *Migration Patterns, *Population Trends, Residential Patterns, *Socioeconomic Influences, *Urban to Suburban Migration
Identifiers-Annual Housing Survey, Current Population Survey

This paper discusses the extent and significance of black suburbanization from the late 1950s to the mid-1970s in 19 of the nation's largest metropolitan areas (SMSAs). The basic question addressed is whether blacks are moving more rapidly to suburban areas in the 1970s than in previous decades. A second focus is on the socioeconomic characteristics of suburbanizing blacks. Data on migration between cities and suburbs from the Current Population Survey and the Annual Housing Survey are compared with equivalent information from earlier census data to examine recent black migration trends and to determine how black suburbanization differs throughout the nation. It is concluded that black migration patterns have shifted since 1970 in all of the SMSAs studied but that black rates of movement from city to suburb remain below those of whites in most of the SMSAs. It is also suggested that black suburbanization to date represents choice rather than displacement, since blacks who have moved to the suburbs are found to be above average in education and income. (Author/EB)

Stern, David Anton, Kristin

Participation in and Performance on the California High School Proficiency Examination. A Correlational Analysis of Data on High Schools and Individualized Test-Takers.

California Univ., Berkeley. School of Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Equivalency Tests, High School Graduates, Institutional Characteristics, *Performance Factors, Senior High Schools, State Standards, Student Certification, *Student Characteristics, *Student Participation, *Test Results, *Use Studies
Identifiers-California, *California High School Proficiency Examination

The participation in and performance on the California High School Proficiency Examination (CHSPE), a state-mandated test designed to measure the attainment of cognitive requirements for early high school graduation, were analyzed. Objectives of the study were to identify the characteristics of high schools which had a large proportion of students taking the test and to identify characteristics of students who received high scores. Data were collected for individuals who took the test; individual high schools; school districts; and counties. Although the analysis was incomplete, some conclusions were drawn: (1) information about the availability and desirability of taking the CHSPE was not made uniformly available by all schools; (2) test scores were positively associated with the educational attainment of household heads and grades in academic subjects; (3) test scores were negatively associated with Black and Hispanic students and with having a language other than English spoken at home; and (4) students from upper socioeconomic backgrounds performed better than students from lower socioeconomic backgrounds. (Data are appended). (MH)

ED 175 964 UD 019 719

Curtis, Willie M. J. Bennett, Clifford T.
Communication Skills for Elementary Teachers-Staff: A Program Model for Multicultural Emphasis and Case Presentation.
Pub Date- 79
Note-15p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Skills, *Cross Cultural Training, Cultural Differences, Elementary Secondary Education, Ethnic Groups, *Multicultural Education, Nonverbal Communication, Student Teacher Relationship, Teacher Attitudes, Teacher Education, Teacher Improvement, *Teaching Skills, Verbal Communication, *Workshops

This paper reports on a workshop which was designed to: (1) help participants participants the positive learn and/or enhance specific skills related to effective interpersonal communication; (2) provide opportunities for participants to examine their personal styles of interacting/teaching, give and receive feedback, identify areas in need of change, and work toward behavioral change; and (3) explore issues specific to multicultural communication. Specific areas addressed include attentiveness in interpersonal communication, listening skills, effective use of verbal and nonverbal behavior, awareness of culturally specific communication patterns, empathy development, behavioral approaches to respect, and action strategies. Activities which were conducted to help participants develop their skills in each of these areas are described. Participant response is discussed and general conclusions concerning communication and its role in multicultural education are summarized. (Author/EB)

ED 175 987 UD 019 760

Restoring Confidence in Public Education: An Agenda for the 1980's.
National Urban Coalition, Washington, D.C.
Spons Agency-Carnegie Foundation for the Advancement of Teaching, New York, N.Y.; Department of Health, Education, and Welfare, Washington, D.C.; Ford Foundation, New York, N.Y.
Pub Date-Jan 79
Note-19p.; Summaries of presentations made at the conference on Restoring Confidence in Public Education: An Agenda for the 1980's'' (Reston, Virginia, January 24-26, 1979); Not available in paper copy due to the reproduction quality of the original document
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Accountability, Educational Change, *Educational Finance, Educational Policy, *Educational Problems, Educational Quality, Elementary Secondary Education, *Equal Education, Government Role, Higher Education, Low Income Groups, Minority Group Children, *Public Education, Public Opinion, *Urban Education

The reports summarized in this paper deal with different aspects of public education. Charles S. Benson discusses the lack of sufficient financial support for all levels of public education by Federal, State and local governments. Francis S. Chase argues that signs indicating the renewal and reinvigoration of urban education are increasing. Lloyd M. Cooke analyzes the problems which contribute to the underachievement of poor and minority children in urban public schools. Faustine C. Jones examines the historic and current roles of public education and public attitudes education for minorities and the poor. The last paper, by Arthur E. Wise, deals with the loss of public confidence in public education and evaluates the effectiveness of Federal and State policies designed to provide equal educational opportunity and quality education. (Author/EB)

ED 175 941 TM 009 680

Veloski, Jon

Prediction of Pass/Fail on a Certifying Examination Using Discriminant Analysis with Cross Validation.

Pub Date-Apr 79
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Discriminant Analysis, Higher Education, *Mastery Tests, *Medical Students, *Predictive Validity, Remedial Programs, *Science Tests, Student Certification
Identifiers-*Cross Validation

Discriminant analysis was used to predict the performance of medical students on a certifying examination, uisng available measures approximately seven months in advance of the examination. The purpose was to identify those students having the greatest chance of failing in order to provide them with remedial help. The linear discriminant function was derived based upon the historical performance of three classes of students, and the model was cross-validated on two subsequent classes. Although the criterion established for determining the success of the predictive model was met in the first validation, it was not met in the second. (Recommendations for revisions of the model and the importance of cross validation are discussed. (Author/MH)

ED 175 965 UD 019 720

Teacher and Principal Reactions to an Involuntary Transfer Program to Integrate Faculties in the Chicago Public Schools.

Pub Date-Apr 79
Note-25p.; Paper presented at the American Educational Research Association Convention (San Francisco, California, April, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes, Case Studies, *Faculty Integration, *Integration Effects, Minority Group Teachers, *Principals, Public Schools, Racial Integration, *Teacher Attitudes
Identifiers-*Illinois (Chicago)

Teachers and principals who were involuntarily reassigned to integrate faculties in the Chicago public schools were surveyed about their transfer experiences. Transferred teachers but not transferred principals believed the reassignments would result in a decline in student achievement. Most transferred staff rated their integration assignment as equally or more satisfactory than their previous assignment on five of seven dimensions. However, non-minority and experienced teachers were generally dissatisfied with their new post. Increased commuting distance was the largest source of staff complaints. All staff reported minimal support at their new school. (Author)

ED 175 988 UD 019 761

School Enrollment Social and Economic Characteristics of Students: October 1978 (Advance Report). Current Population Reports, Series P-20, No. 335.

Bureau of the Census (DOC), Suitland, Md.
Pub Date-Apr 79
Note-11p.; For a related document, see ED 159 292
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.80)
Pub Type- Numerical/Quantitative Data (110) - Collected Works - Serials (022)
Document Not Available from EDRS.
Descriptors-Black Students, Caucasian Students, *Declining Enrollment, Early Childhood Education, *Enrollment, *Enrollment Trends, Females, Males, Postsecondary Education, Spanish Americans, *Students

Comparative nursery, elementary, and secondary school and college level enrollment statistics for male, female, white, black, and Hispanic students are presented in this paper. Enrollment trend highlights indicate that: (1) the decline in total school enrollment from 1977 to 1978 reflects declines in enrollment at all levels from kindergarten to college; (2) nursery school enrollment increased between 1977 and 1978; (3) in 1978, a greater proportion of college students were women and more blacks attended college than in the past; and (4) a larger proportion of college students were attending college part time in 1978 than in 1977, and the proportion of college students who were 35 years old or over was significantly greater in 1978 than 1972. An appendix discusses the source and reliability of the data presented. (EB)

ED 175 942 TM 009 681

Douglass, James B.

A Process for Testing a Mathematical Model for the Solution of a Practical Problem: Applications to Test Equating.

Michigan State Univ., East Lansing.
Spons Agency-Educational Testing Service, Princeton, N.J.
Pub Date-Apr 79
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979); Flow chart is marginally legible
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Statistics, *Equated Scores, *Flowcharts, Goodness of Fit, *Item Analysis, Item Sampling, *Mathematical Models, Reliability, Test Construction, *Test Interpretation, Test Items, Validity
Identifiers-One Parameter Model, Three Parameter Model

A general process for testing the feasibility of applying alternative mathematical or statistical models to the solution of a practical problem is presented and flowcharted. The system is used to compare five models for test equating: (1) anchor test equating using classical test theory; (2) anchor test equating using the one-parameter logistic model; (3) anchor test equating using the three-parameter logistic model; (4) preequating using the one-parameter logistic model; and (5) preequating using the three-parameter logistic model. Sources of estimation instability are identified for the logistic models. Various practical and theoretical problems associated with the general process and test equating are discussed. Investigating the consistency and validity of results obtained from alternative models is a critical feature of the process. Occurrences of inconsistent results are caused by sampling error or bias, estimation procedure error, or violation of the model's assumptions. Validity is investigated by a comparison of model results to observable criteria or by consideration of the patterns of convergence and divergence of results of different models. A model is

ED 175 966 UD 019 721

Feld, Marcia Marker And Others

A Report on the Feasibility of a Grade Level Reorganization for the Providence School System, Phase One. Final Report.

Rhode Island Univ., Providence.
Spons Agency-Providence School Dept., R.I.
Pub Date-24 Apr 79
Note-181p.; For a related document, see UD 019 679; Not available in paper copy due to reproducibility factors; Several tables may not reproduce well due to the reproduction quality of the original document ; Document prepared through the Graduate Curriculum in Community Planning and Area Development
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescence, Cost Effectiveness, *Educational Change, Educational Facilities, Educational Finance, *Educational Planning, Elementary Secondary Education, Institutional Characteristics, *Instructional Program Divisions, *School Demography, *School Improvement, *School Organization, Student Needs
Identifiers-*Rhode Island(Providence)

The policy implications of proposed K-8 grade level reorganization in Providence, Rhode Island are explored in this report. Included are the following: (1) a survey of the current status of elementary and middle school organization, facilities, composition, and curriculum in Providence; (2) an assessment of achievement and social-psychological development literature of early adolescent students; (3) an assessment of the literature and case studies on the impact of grade level school

ED 175 989 UD 019 782

Public Forum on Women's Rights and Responsibilities.
Commission on Civil Rights, Washington, D.C.
Pub Date-6 Oct 78
Note-28p.; Proceedings of a forum sponsored by the Nevada Advisory Committee to the United States Commission on Civil Rights (Las Vegas, Nevada, October 6, 1978)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Civil Rights, Cultural Factors, Economic Factors, Equal Education, Equal Opportunities (Jobs), Equal Protection, *Females, *Feminism, Political Power, *Sex Discrimination, Social Factors, *Social Integration, Working Women
Identifiers-*Nevada

This report contains a number of papers which focus on the current legal status of women. The papers, presented at a public forum by various individuals, discuss the opportunities for women in the economic, social, cultural, and political life of the United States in

ED 174 744 RESOURCES IN EDUCATION [RIE]. VOL. 15, NO. 01 FROM ABORIGINAL
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